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CONCORDIA COLLEGE RECORD

PUBLISHED QUARTERLY BY FACULTY OF
CONCORDIA COLLEGE
MOORHEAD MINNESOTA

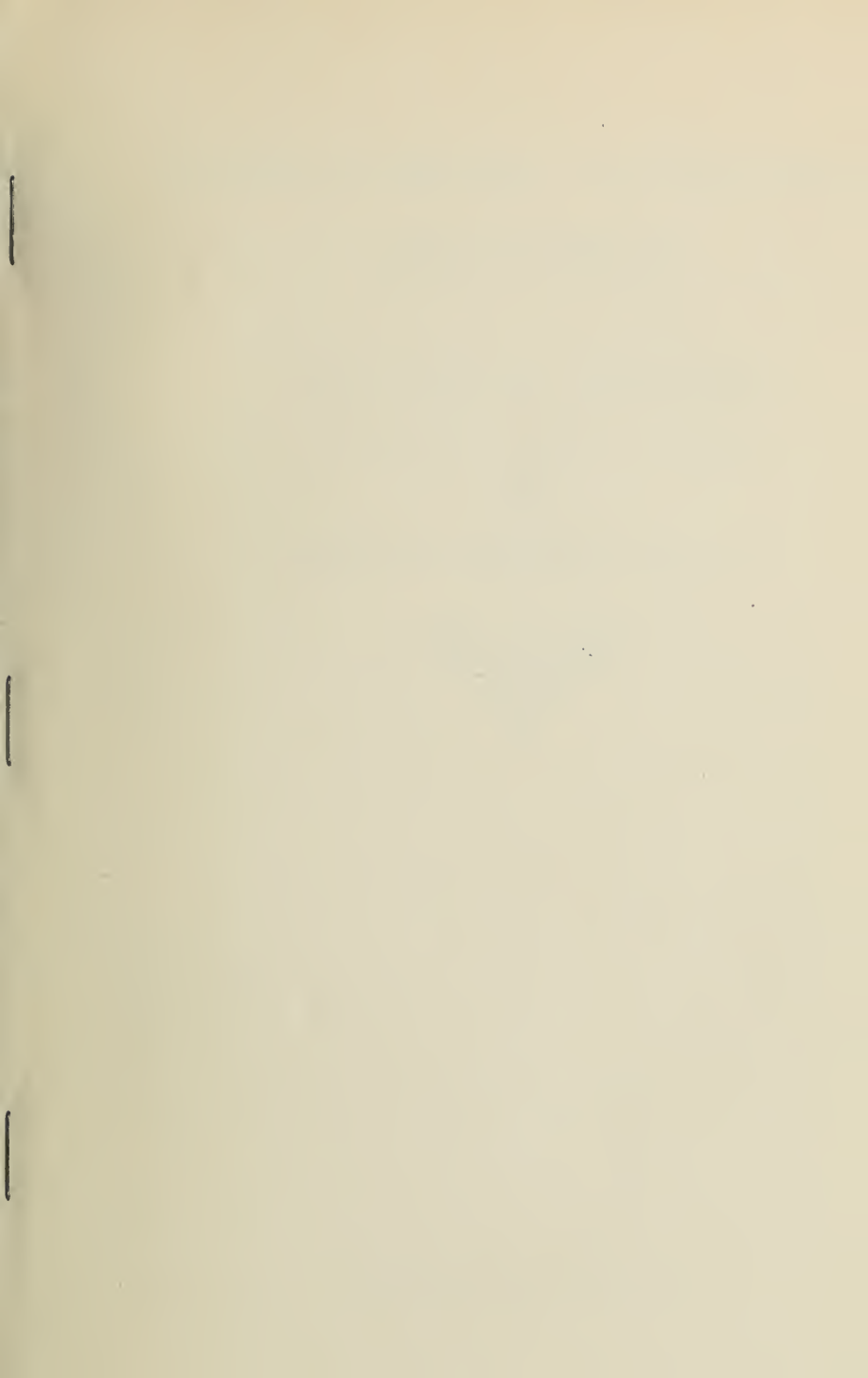
CATALOG *for* 1917-1918
and ANNOUNCEMENTS
for 1918-1919

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UNIVERSITY OF MICHIGAN

MARCH, 1918

VOL. 22, NO. 3

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CONCORDIA COLLEGE RECORD

CONCORDIA COLLEGE
CATALOG, 1917 - 1918

and

ANNOUNCEMENTS *for* 1918-'19



MOORHEAD, MINNESOTA

CALENDAR-1918

1919

JANUARY.

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JANUARY.

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COLLEGE CALENDAR FOR 1918-1919

Fall Term, Thirteen Weeks

1918

Fall Term Begins	Tuesday, Sept. 24
Foundation Day	Thursday, Oct. 31
Thanksgiving Day	Thursday, Nov. 28
Fall Term Ends	Friday Evening, Dec. 20

Winter Term, Fourteen Weeks

1919

Winter Term Begins	Thursday, Jan. 2
Semester Examinations Begin	Friday, Jan. 31
Second Semester Begins	Monday, Feb. 3
Washington's Birthday	Saturday, Feb. 22
Winter Term Ends	Friday Evening, April 4

Spring Term, Nine Weeks

1919

Spring Term Begins	Monday, April 7
Semester Examinations Begin	Tuesday, June 3
Baccalaureate Service	Sunday June 1
Commencement	Friday, June 6
Alumni Meeting	Friday Afternoon, June 6

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Norwegian

H. C. NORDLIE, A. M.
History

A. O. UTNE, A. M.
Chemistry

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ALBERT AARDAL*
Manual Arts, Drawing

CLARISSA A. NELSON, NORMAL GRADUATE, LIBRARIAN
English

MARTHA BRENNUM, A. B., REGISTRAR
Mathematics, Norwegian

* With American Expeditionary Forces.

GERD TONJES
Shorthand, Typewriting

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JEANETTE HAGEN, PRECEPTRESS
English

HILDA HEDSTED
Grammar

MOLLIE FELDHAMMER, A. B.
English

INGVALD LARSON
Instructor Manual Training

MARIE OSTBYE
Assistant, Domestic Science

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Piano, Theory, History of Music

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Violin, Director of Band, German

VICTOR LISKA, B. MUSIC
Voice, Public School Music, Director of Band and Chorus

ANNA GLETNE
Piano, Organ.

REV. MARTIN ANDERSON, A. B., D. D.
Religion

HELGA FJELSTAD
Matron

* National Army.

GENERAL INFORMATION

Aim.

CONCORDIA COLLEGE was established for the Christian education of young men and young women. The management believes in combining sound instruction in the principles of the Christian religion with all the secular branches in the various courses offered by the school.

On this basis and through its several courses of study, the school aims to give the students a thorough and useful training for the duties of life.

History

The Northwestern Lutheran College Association, organized April 14, 1891, and incorporated July 8, the same year, purchased the Bishop Whipple School, which a few years previously had been erected by the Episcopalians at a cost of \$25,000. The new institution was named Concordia College, and began its work October 15, 1891. Amid fitting ceremonies it was formally dedicated to educational work on the 31st of October, 1891.

Location

Concordia College is located in the southern part of the City of Moorhead, within a distance of eight blocks of the principal streets, the postoffice, the Northern Pacific and Great Northern depots, and the Norwegian and Swedish Lutheran churches. Fargo and Moorhead form virtually one city and have a total population of 25,000.

The City of Moorhead is lighted by electricity, and has excellent street car, gas, water and sewer systems. The city water is supplied from artesian wells.

Moorhead is located in Clay County, and this county has no saloons.

Concordia College had up to 1917 been conducted under the auspices of the United Lutheran Church. With the union of this church with the Norwegian Synod and the Hauge Synod of the Lutheran Church, it has been necessary to rearrange the relation

of the different educational institutions to each other. As a result of this union in June, 1917, a committee on the educational institutions of the three uniting synods investigated the educational situation in the Northwest and recommended to the Park Region Luther College Corporation at Fergus Falls, Minn., and the Northwestern Lutheran College Association at Moorhead, Minn., conducting Concordia College, that the college department of Park Region Luther College be consolidated with Concordia College. In consideration of such consolidation, Concordia College should elect a number of heads of departments at Park Region Luther College to similar positions at Concordia College and also recognize in full all work done at Park Region Luther College and arrange courses in such a manner that students who have begun college work at Park Region Luther College could continue same without inconvenience at Concordia College. This recommendation has been adopted by the boards of both institutions, and in accordance with this the college work of both institutions has been continued at Concordia College, Moorhead, Minn., this year.

Buildings

The Main Building, 131 feet long and 75 feet wide, built of granite and pressed brick and trimmed with Bedford stone, contains class rooms to accommodate 400 students, reading rooms and library, biological, chemical and physical laboratories, offices for the President, the Treasurer, and the Registrar, and an auditorium with a seating capacity of 800.

The Ladies' Hall, 96 feet long and 36 feet wide, has a basement and three stories. It has dormitory rooms for 100 girls, rooms for the Preceptress, rooms for the Domestic Science Department, laundry, and bath rooms.

The Men's Dormitory has two parts, each 78 feet long by 38 feet wide, and contains rooms to accommodate 142 students with two in each room. The dormitory is furnished with mattresses and single beds. A dining room in the basement provides tables for 350 students.

The Gymnasium, 90 feet long and 60 feet wide, is built of pressed brick and tile. The basement contains manual training rooms, shower baths, and lockers.

The Hospital has six wards. A competent nurse will be placed in charge of this hospital, insuring proper care and comfort for the students during illness. The only expense to students is the amount charged by nurse and doctors.

These buildings are steam heated and electric lighted. Stand-

pipes in the halls, connected with the city water works, furnish abundant water for washing and for protection against fire. The buildings are provided with fire escapes.

All drinking water for the institution is supplied from first-class artesian wells.

Admission

Concordia College is a co-educational institution. Students may enter at any time; but the most rapid progress is made and the greatest satisfaction is experienced by those who enter at the beginning of the school year and continue without interruption until their courses of study are completed. Students may select any of the courses of study offered by the school, but are permitted to take only such work as they are prepared to do satisfactorily. It is understood that all who register as students at Concordia College will cheerfully obey the rules of the school. Others are not desired.

Examinations

Examinations are held at the end of each semester or when the subject is completed. The following marks will be given:

A—Excellent—100 to 95; B—Very Good—94 to 86; C—Good—85 to 75; D—Fair—74 to 70; E—Condition—69 to 60; F—Failure; I—Incomplete. A condition may be removed by examination at convenience of teacher before subject is offered again in class. Only one such examination is allowed. Under —60, F (failure). A failure must be taken over in class before student is admitted to advanced work in the same subject as that in which he failed.

A student attaining the grade of 93 in three-fourths of the subjects carried will be excused from semester examinations in such subjects.

Graduation

A student is entitled to graduate whenever he has passed a satisfactory examination in all the studies of the course pursued, and at the end of the year he receives a diploma as a certificate of graduation.

No student will be granted a certificate of graduation unless the usual literary requirements demanded by the faculty have been complied with, and his deportment at school has been of a satisfactory character.

Expenses

For instruction, board and room with heat and electric light :

Fall term, thirteen weeks.....	\$90.00
Winter term, fourteen weeks.....	100.00
Spring term, nine weeks.....	50.00

The charge in the academy or college for 36 weeks for board, room and tuition will be \$240.00. *This will include manual training, domestic science, commercial and registration fees.* Each student will pay \$6.00 for a student's privilege ticket which will admit to football, basketball and baseball games at the school, the regular artists' course, band concerts and subscription to the college paper. A fee of \$10.00 will be charged every one boarding in dining room, for upkeep and equipment.

Owing to the uncertainty of market conditions, the college will only guarantee the \$240 charge for board, room and tuition to such students as pay the whole amount in advance by October 15. In all other cases the right is reserved to increase the price if market conditions demand it.

No discount will be given for absence during the first or last weeks of a term.

Those intending to enter the school must not come unless they are prepared to pay in advance for term or have made satisfactory financial arrangements with the President. This rule will be strictly adhered to, and parents are requested either to send check with student or to mail same to the Treasurer of the college. In case a student does not stay the whole term, the charges will be by the week rate and balance will be refunded.

Students may deposit surplus money with the Treasurer for safe-keeping.

Students who board and room at the college during Christmas vacation will be charged \$8.00.

For diplomas issued to graduates from any of the courses a fee of \$5.00 will be charged.

Price of Vocal and Instrumental Music instruction will be found on page 53.

Special Fees

Locker rental, term, 50 cents; year, 75 cents.

Laboratory fees for chemistry, physics, biology and agriculture will be \$5.00 per semester for the first year courses, and

\$7.50 per semester for the sophomore year in the College Department. Breakage deposit \$3.00, the unused portion of which will be refunded at the end of the year.

In advanced science courses fees will be charged according to market conditions of laboratory supplies.

Rules and Regulations

All students are required to attend the Sunday morning service and the daily chapel devotions.

Students who do not register at the first opportunity, or on the day announced for the beginning of the second and third terms, will be charged an extra registration fee of one dollar.

Students must give excuse for absence at the first recitation following the absence.

Excused absences must be made up by special recitation at a time appointed by the teacher.

Unexcused absences count as zero. Five unexcused absences in one term severs a student's connection with the school.

Students are not permitted to purchase or drink intoxicating liquor; furthermore, students are forbidden to use alcoholic liquor for medicinal purposes without permission from the President.

Students are forbidden to use tobacco in any form in the school buildings or on the premises.

Cigarette smoking and card playing are absolutely forbidden.

No student is permitted to leave the city without permission or to visit billiard and pool rooms, bowling alleys, or dances.

A deposit of two dollars must be paid when registering. If room is left in good order and no property damaged, this fee will be returned when leaving.

Dormitory doors close at seven o'clock in the evening, and no visitors are received after that hour.

The young women are under the supervision of the preceptress. They must consult with her about the choice of room and boarding place, and must not change either without permission. They must have special permission to be absent from their rooms in the evening, to attend social affairs outside of the college, or to go riding.

It is an implied contract that students comply with the rules and regulations of the school, and no one will be retained who disregards these rules or whose presence is found harmful to the good work and order of the school.

STUDENTS' ORGANIZATIONS

Religious

THE Young People's League is organized for the purpose of improving its members spiritually, intellectually, morally, and socially, to study the Lutheran doctrines and confession, and to further the interests of the Church.

Concordia Norsk Lærerforening was organized for the purpose of creating interest in and furthering the cause of the parish school. The members are parochial teachers and others interested in the religious instruction of children. Meetings are held once every week.

On Friday evenings, a prayer meeting with Bible reading is conducted by the students of the school.

Literary

The Eureka, a debating and literary society, consisting of boys in the academy, junior and senior.

The Periclesian, a debating and literary society, consisting of academy boys in the freshman and sophomore classes.

The Delphic Oracle, consisting of girls in the junior and senior academy classes.

The Kaw-Om-Bah, a literary society, consisting of girls in the academy, freshman and sophomore.

The above named societies meet Saturday mornings from 10:40 to 12:30 o'clock. The work is conducted under the supervision of the English department and $\frac{1}{6}$ credit is given annually for satisfactory work in these societies.

The Mondamin, a debating and literary society, consisting of college men, holds weekly meetings.

Alpha Epsilon Sigma, a literary society of college men, meets weekly.

Alpha Kappa Chi, a literary society consisting of college women.

Rynning, a literary society, is conducted in the Norwegian language and meets Monday evenings.

The Crescent

The Crescent is published monthly by the students during the school year.

The Norwegian Inter-Collegiate Oratorical Contest

This contest includes the principal colleges of the State and these compete in annual contests.

Hagen-Dosland Cup

In February, 1909, Dr. O. J. Hagen and Attorney C. G. Dosland presented the Chrysostom and Periclesian societies with a silver loving cup, and requested that it be competed for annually by these societies, the society winning the cup to hold it as a trophy for one year.

The Hagen Prize

Dr. O. J. Hagen has presented the Chrysostom and Periclesian societies with an annual gift of gold and silver medals which are to be given to the two receiving first and second places in the annual oratorical contest.

The Dosland Prize

Attorney C. G. Dosland has provided prizes consisting of gold and silver medals for those who win first and second places in the annual declamation contest between the Chrysostom and Periclesian societies.

Student's Gifts

The College Seniors of 1917 pledged \$10.00 a year each for the College Library.

The Academy Seniors of 1917 gave a Reading Desk valued at \$75.00 for the Chapel.

This winter the students subscribed \$1,800.00 in Thrift Stamp pledges for the Library.

Musical

The Concordia College Band, organized in 1899, has developed into a concert band of forty pieces with new instruments and new uniforms. It has made several concert tours and each year gives a series of public concerts in the city. The band plays in the low pitch and all prospective bandmen should provide themselves with standard make, low pitch instruments. The second band gives beginners an opportunity to train for membership in the first band.

The Choral Union, consisting of one hundred voices, rehearses once a week and gives an annual song festival at the college. This year St. Paul, by Mendelssohn, was presented. The Choral Union also appears separately on numerous public programs, as well as in concerts in the two cities, during the school year.

ADDITIONAL INFORMATION

Boarding

THE school is provided with excellent facilities for boarding. The dining hall seats 350. The boarding department is under the direct management of the school. Groceries and provisions are bought in large quantities at low prices, making it possible to give good board at a reasonable rate. Students are expected to board and room at the college unless permission to do otherwise is obtained from the president.

Reading Room and Library

The reading room contains the leading papers, periodicals, and magazines in the English and the Norwegian languages. The library is supplied with reference books for all departments and with standard books of fiction.

Churches

There are eight Lutheran churches in Moorhead and Fargo, Trinity Church, Moorhead; Bethesda (Swedish) Church, Moorhead; First Lutheran Church, Fargo; Pontoppidan Church, Fargo; Swedish Church, Fargo; St. Mark's (English), Fargo; German Church, Fargo.

Notice

The school furnishes mattresses, chairs, tables, electric light, and heat. The student furnishes his own bedclothes and towels.

Students arriving at Moorhead should go directly to the school. They may leave their checks for baggage, which the school will order to be taken to their rooms. Those who arrive at Fargo should take the street car to the corner of Fifth avenue and Seventh street south, Moorhead. From this point the college buildings are only three blocks south.

Students who have standings from other schools should present them at the time of registration in order to receive due credit for all branches completed elsewhere.

Students should bring with them whatever text books and standard reference works they may have on the subjects they are to pursue at school.

Text books and school supplies of all kinds may be obtained at the college.

No electric iron, nor any appliance that uses electricity or electric lamps not furnished by the dormitories may be used.

All catalog information is subject to change at the discretion of the management.

THE COLLEGE

THE work of this course is designed to prepare for the professional schools, such as law, medicine, and theology, and leads to the degree of Bachelor of Arts. Such degree will be conferred only when the applicant has the required number of credits.

Requirements for Admission

For admission to the freshman class fifteen credits are required. These may be distributed as follows:

I. Required of all students:

- a. English, three credits, including rhetoric, literature, composition.
- b. Mathematics, two credits, including elementary algebra, plane geometry.

II. Elective.

Enough credits to make up the remainder of the required fifteen may be chosen from the following studies:

Higher algebra ($\frac{1}{2}$ credit), botany ($\frac{1}{2}$), chemistry (1), civics ($\frac{1}{2}$), English literature (2), German (2), Greek (2), history (2), Latin (2), Norwegian (3), physics (1), physiology ($\frac{1}{2}$), political economy ($\frac{1}{2}$), physiography ($\frac{1}{2}$), solid geometry ($\frac{1}{2}$), trigonometry ($\frac{1}{2}$), zoology ($\frac{1}{2}$). For additional credits see page 31.

Requirements for Graduation

The degree of Bachelor of Arts will be conferred upon the student who fulfills the conditions as to amount, distribution, and grade of work stated below.

I. Amount of work.

1. The student must earn 120 credits, in addition to six credits in Physical Education. A credit is defined as one hour of classroom work per week pursued for one semester. Two semesters' work in Physical Education is required of all graduates.

2. The normal amount of work for a student is seventeen hours a semester for freshmen and sophomores, and fifteen hours for juniors and seniors, while the minimum required is twelve hours. No freshman or sophomore will be permitted to take more than twenty hours, and no junior or senior more than eighteen hours, unless he has attained an

average grade of "A" in his work, and then only on recommendation of a committee of the faculty.

3. No student will receive credit for the first year of any foreign language unless he has pursued the study for two semesters.

II. Distribution of work.

1. The student must complete one major and one minor. A major is not less than eighteen units in one department, while a minor is not less than twelve units in one department of junior and senior rank.

2. Forty-two credits must be of senior and junior grade.

I.

English
French
German
Greek
Latin
Norwegian

II.

Bible
Economics
Education
History
Music
Psychology
Philosophy

III.

Astronomy
Biology
Chemistry
Domestic Science
Geology
Manual Training
Mathematics
Physics

3. The student must consult the president about his choice of major and minor before the end of the sophomore year. At no time shall the choice of a major be changed except by a vote of the faculty on a direct recommendation of the department in which the major has been chosen.

III. Grade of work.

Requirements for graduation are expressed in credits indicating amount of work, and in honor points indicating grade of work. Each credit demands on the average three hours a week of a student's time; that is, one recitation with two hours of preparation or three hours of laboratory work.

Honor points are computed as follows:

Each credit with a grade of A carries three honor points.

Each credit with a grade of B carries two honor points.

Each credit with a grade of C carries one honor point.

For graduation, the student must earn 120 hours of credit and 120 honor points to be granted the degree of Bachelor of Arts. To secure the degree of Bachelor of Arts with distinction (*cum laude*), he must earn 120 hours of credit and 200 honor points. To secure the degree of Bachelor of Arts with high distinction (*magna cum laude*) is required 120 hours of credit and 240 honor points. Bachelor of Arts with highest distinction (*summa cum laude*), 120 hours of credit and 300 honor points.

IV. Courses required of all students.

Bible	12 units
English	12 units

COURSES OF STUDY

Biology

*1-2. *General Biology*. Six credits. This course is intended as an introduction to the courses in botany and zoology. At the same time, those who do not wish to follow out the study of the various biological subjects may take this course and thus obtain some general knowledge of the fundamental biological principles relating to both plant and animal life. A prerequisite for domestic science. Two recitations and two double periods of laboratory work per week.

3-4. *General Botany*. Six credits. This course includes a study of the great groups of plants from the single-celled to the complex, taking up for consideration the habitat, structure, nutrition, growth, reproduction, and fundamental botanical principles. Two recitations and two double periods of laboratory work per week.

5. *Plant Physiology*. Three credits. A study of the function of the organs of seed plants, such as absorption, transpiration, photo-synthesis, respiration, etc. Two recitations and two double periods of laboratory work per week. Prerequisite, 3 and 4.

6. *Plant Histology*. Three credits. This course consists of a study of the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. A microscopic study is made of the nature and structure of plant tissues in the natural condition as well as in the finished mount. One recitation and three double periods of laboratory work per week. Prerequisite, 3 and 4.

7-8. *General Zoology*. Six credits. A survey of the animal kingdom emphasizing the principles of structure, physiology, embryology, and classification. Representative members of the various groups are made the basis for laboratory study. Two recitations and two double periods of laboratory work per week.

9. *Animal Histology*. Three credits. Consists of practical work in the preparation of histological material with a microscopic study of the structure of animal tissues. One recitation and three double periods of laboratory work per week. Prerequisite, 7 and 8.

10. *Human Physiology*. Three credits. Deals with the human body, its organs and their functions. Three recitations and one double period of laboratory work per week. A prerequisite for domestic science. Open to all.

11-12. *The Teaching of Biology*. Two credits. The history of the introduction of science and the function of biology in secondary education is considered in this course. Methods of presentation are studied and a review taken of subject matter as found in high school courses of botany and zoology. Text books are examined, laboratory equipment and the sources and kinds of materials necessary are discussed. One period a week.

13-14. *Agriculture*. Six credits. Due to the demand for graduates who are able to teach one year of agriculture in the high schools, this course is offered for the purpose of giving students an opportunity to fit themselves for such work. The course will consist of a study of farm crops, soils and fertilizers, orcharding and gardening, breeds and feeding of live stock, and dairying. Two recitations per week with periods necessary to carry on the laboratory work. Prerequisite, 1 and 2.

*NOTE—Odd figures denote first semester and even figures second semester.

Chemistry

1-2. *General Inorganic Chemistry*. Six credits. A general study of the fundamental principles and theories of chemistry; physical and chemical properties of acids, metals, and their compounds, supplemented with laboratory exercises; sources of supply and industrial value of the various elements and their compounds. First and second semester.

3-4. *Qualitative Analysis*. Six credits. A general study of the characteristic reactions of the metals and acids, their separation and identification, with practical problems in qualitative analysis. The latter part of the year is devoted to a brief analysis of natural rocks and ores. Prerequisites, courses 1 and 2. First and second semester.

5-6. *Quantitative Analysis*. Six credits. A study of the processes of gravimetric and volumetric analysis. In addition to familiarizing the student with the methods of quantitative analysis, this course trains him to skill and accuracy in the performance of laboratory work. Prerequisite, courses 3 and 4. First and second semester.

7-8. *General Organic Chemistry*. Six credits. Lectures, recitations, and laboratory work. A general study of the compounds of carbon showing the relations between the different classes of compounds and their structural formulae. The laboratory work includes the preparation, purification, and identification of typical organic compounds. Prerequisite, courses 3 and 4. First and second semester.

9-10. *Physical and Theoretical Chemistry*. Six credits. A consideration of the laws, processes, and theories which form the basis of chemical science, and their application in nature and in the industries. Prerequisite, courses 7 and 8 in chemistry and courses 1 and 2 in physics. First and second semesters.

11. *Water Analysis*. Three credits. A study of the chemical and sanitary properties of water. Prerequisite, courses 5 and 6.

12. *Food Analysis*. Three credits. A study of the chemical analysis of the common food products and the detection of the common adulterants. Prerequisite, courses 7 and 8.

13. *Glass Blowing*. One credit. A laboratory course affording the student practice in making and repairing simple glassware.

14. *Teachers' Course*. One credit. A course designed for those who intend to teach chemistry.

The Classics

A. Greek

1-2. *Beginners' Course*. Six credits. A beginners' book completed. The study of forms and elementary syntax.

3-4. *Second Year's Course*. Six credits. The reading of several books of the Anabasis. Composition and the study of syntax.

5-6. *Greek Prose Writers*. Six credits. Selections from at least two of the following authors: Plato, Lucian, and Lysias. Composition.

7-8. *Homer*. Six credits. Either the Iliad or the Odyssey is taken up. An effort is made to read as much as possible of the text and to give the student an understanding of the poem as a whole.

9-10. *Greek Drama*. Six credits. Plays by all the great dramatists. The development of Greek tragedy.

11-12. *Plato*. Six credits. The reading of several dialogues and the study, by means of collateral reading and lectures, of the philosophy of Plato.

13-14. *Greek Historians*. Six credits. Greek history in the fifth century B. C. Selections from Herodotus and Thucydides and more detailed study of the problems involved in the parts thus taken up.

B. Latin

1-2. *Livy*. Six credits. The greater part of two books is read. Weekly compositions.

3. *Tacitus*. Three credits. The *Agricola* and *Germania*.

4. *Horace*. Three credits. Selections from the odes and epodes.

5. *Horace*. Three credits. Satires and Epistles.

6. *Latin Comedy*. Three credits. Plays both by Plautus and Terence are studied.

7. *Tacitus*. Three credits. Two or three books of the *Annals*. The life of Tiberius.

8. *Roman Political Institutions and Life*. Three credits. The work is based on selections from Latin authors.

9-10. *Cicero*. Six credits. The Catilinarian Conspiracy is studied on the basis of Cicero's speeches and Sallust's *Catiline*. This is followed by the reading of as many as possible of the speeches and letters, and the study of Roman history to the time of Cicero's death.

11-12. *Composition and Rapid Reading*. Six credits. The writing of prose, the study of syntax and style, and the rapid reading of some easy Latin prose.

13. *Teachers' Course*. Three credits. The objects and methods of high school Latin.

14. *Latin Literature*. Three credits. A brief review of the history of literature with selections chiefly from authors otherwise not known to the student.

C. Courses Not Requiring Knowledge of Latin and Greek.

1. *Homer*. Three credits. The reading and study of the *Iliad* and *Odyssey*.

2. *Drama*. Three credits. Greek tragedy, Greek and Latin comedy. (Courses 1 and 2 are open to sophomores, juniors, and seniors.)

D. Archaeology

1-2. *General Archaeology*. Six credits. An introduction to the different fields of classical archaeology. Open to juniors and seniors.

Domestic Science

1-2. *Preparation of Food*. Four credits. Study of foods. Cooking. Value of foods. Lectures and in addition quizzes and reports. Two double periods each week.

3-4. *Sewing*. Four credits. Plain and fancy sewing. Cutting, fitting, and drafting. Two double periods each week.

5-6. *Study of Food Values*. Six credits. Adulteration and pure food laws. House furnishing, etc.

7. *Textiles*. Study of textiles. Three credits.

8. *Teachers' Course*. Two credits. The organization and teaching of domestic science with practice teaching. One hour a week throughout both semesters.

Economics

1-2. *Principles of Economics*. Six credits. The principles of production, exchange and distribution, monopoly, money and banking, international trade, labor and capital, transportation, insurance and socialism.

3. *Business Organization and Combination*. Three credits. Partnerships, pools, trusts, corporations, holding companies, mergers, promotion and underwriting, reorganizations and receiverships, securities, investment, the work of Wall Street, legislative and administrative control.

4. *Labor Problems*. Three credits. Organization, government policies, and weapons of organized labor, wages, unemployment, education, child, woman, and prison labor, immigration, the sweated industries. Protective legislation.

5. *Money and Banking*. Three credits. Nature and functions of money, bi-metallism, paper money, credit, banking, clearinghouse, foreign exchange, recent legislation, and problems of money and banking.

Education and Psychology

1. *General Psychology*. Three credits. A brief survey of the fundamental facts of psychology in relation to life and educational practice. Results of recent experimental research in psychology and modern theories of the structure and function of consciousness in their practical bearing upon methods of educational procedure. Text-book, lectures, reports and parallel reading. Sophomores or juniors.

2. *Course one continued*. Three credits. Courses one and two serve as an introduction to the following courses in education. Sophomores or juniors.

3. *History of Education*. Three credits. A survey of the educational theories and practices of the Greeks, Romans, and the Middle Ages, with a more detailed study of the subject from the Renaissance to the present time. Sophomores or juniors.

4. *Principles of Teaching*. Three credits. A treatment of educational aims and means, general methods and principles. The foundations of educational theory viewed in the light of contemporary thought. More particularly for those who expect to teach in high schools. Text-book, reports, and discussions. Juniors or seniors.

5. *Secondary Education*. Three credits. Secondary education in the United States, with references to the secondary schools of other countries. The development and function of the high school, its curriculum and present-day problems. Based in part on such works as Brown's *The American High School*, Johnston's *The Modern High School*, and Judd's *The Psychology of High School Subjects*. Juniors or seniors.

6. *Classroom Management*. Three credits. A detailed study of the daily practical problems of the school room, both in discipline and instruction. Classroom observation and practice. Juniors or seniors.

7. *School Organization*. Three credits. Current problems in school organization and administration. Attention paid to school buildings and

school hygiene. The work based in part on such texts as Dutton and Snedden's Administration of Public Education in the United States, Hallister's High School Administration, Dresslar's School Hygiene. Reports, and discussion of practical problems. Seniors.

8. *Practice Teaching*. Observation and practice, mainly in connection with the Preparatory Department. Seniors; hours to be arranged.

English

The Department of English includes courses in composition and literature. The work in composition is made as practical as possible, recognizing in the average student the need of thorough drill in the expression of his thought in clear, vigorous English. The courses aim to cover the fundamental principles of composition, oral and written, applying them practically to the student's own writing. In literature the courses are arranged with the aim in view to cultivate in the student a keen appreciation of the best in literature and to lay the foundation for sound literary criticism.

English is required throughout the freshman and sophomore years, while advanced courses are offered for those who wish to pursue the study further. The instructor has the authority to cause any student noticeably deficient in English to report to him for special work at any time.

1-2. *English Composition*. Six credits. Practice in English composition, based on the study of the principles of narration, description, exposition, and argumentation in selected specimens.

3. *English Literature from the Norman Conquest to the Restoration*. Three credits. A study chiefly of English literature during the Renaissance from its earliest beginnings to its culmination in Shakespeare and Milton. The work of the student, as in all courses in the study of literature, is commonly presented in writing, and attention is paid to form as well as substance.

4. *English Literature during the Eighteenth Century*. Three credits. The prose and poetry of the so-called Classical School, and its relation to the life and thought of the time.

5. *The Romantic Movement in England*. Three credits. A study of romanticism as it became manifest in a new conception of man, nature, and spiritual problems, and in new sympathy with mediaeval art, literature, and life.

6. *Victorian Poetry*. Three credits. Studies in the poetry of Tennyson, the Brownings, Arnold, Clough, Rossetti, and Swinburne.

7. *Shakespeare's Tragedies*. Three credits. The tragedies are studied in the order in which it is thought they were written. A careful study is made of Hamlet, Othello, and Macbeth, with a more rapid reading of the others.

8. *Shakespeare and His Contemporaries*. Three credits. Selected comedies, histories and romances, and plays by Marlowe, Ben Johnson, Beaumont and Fletcher, and others are studied.

9. *Chaucer and His Age*. Three credits. The Prologue and several of the Canterbury Tales are read. Some attention is given to William Langland and other contemporaries.

10. *Milton and the Puritan Reaction*. Three credits. A study of

Milton's later poetry and his relation to the puritan reaction against the paganizing influence of the Renaissance.

11. *Public Address*. Three credits. Practical training in the composition of the public address. Practice in writing for definite audiences. Reading, conferences, and study of contemporary public speakers.

12. *Argumentation and Debate*. Three credits. Principles of argumentation practically applied to oral discussion of political, economic, and sociological questions. Argumentative writings and speeches by eminent men analyzed and briefed. Extempore speaking.

13-14. *Anglo-Saxon*. Six credits. An introduction to the language and literature of the Old English period designed to meet the needs of students who wish to prepare for graduate work in English. Bright's Anglo-Saxon reader is used.

15. *Teachers' Course*. Three credits. The aims and methods of teaching English literature and composition in high school. Text books are examined and a few classics are studied with the needs and capacity of the high school pupil in mind. Practice teaching.

French

1-2. *Elementary French*. Eight credits. In the first year the aim is to give a thorough grounding and drilling in grammar—with exercises in translation, conversation, and pronunciation. In the second semester the reading of some easy work in prose is begun.

3-4. *Prose Reading*. Six credits. This course is composed largely of readings in prose works by modern authors, with a light review of the author and his works, as each work is taken up. Composition and conversation are also part of the work. Prerequisite, course 1.

5-6. *French Classics*. Six credits. This year includes the reading of modern authors and some classics; composition and syntax. Works of Hugo, Corneille, Moliere, Racine. Prerequisite, course 2.

7-8. *History of French Literature*. Six credits. The fourth year is given to the history of French literature with readings from many authors, and conversation and composition. Prerequisite, course 3.

German

1-2. *German Grammar* used throughout year. Eight credits. Stress laid on reading. Glueck Auf and one classic read. Oral and written work. Offered to high school graduates who have not had German.

3-4. *Grammar Reviewed*. Eight credits. Compositions twice a week throughout year. Three classics read. Oral work throughout year.

5-6. *Grammar and Compositions*. Six credits. Conversation throughout year. Three classics read including Schiller's Wallenstein and Suderman's Frau Sorge.

7-8. *Works of Goethe, Schiller*, and other poets studied. Six credits. Written work throughout year. Conversation and reports.

9-10. *History of German Literature*. Six credits. A course in the study of the development of German literature. Selections illustrating this development will be read and interpreted in class. Besides the reading of texts there will be lectures, quizzes, collateral reading, and reports. Robertson's Outline of German Literature will be used.

History

1. *The Middle Ages, 395 to 1300.* Three credits. The breaking up of the Roman Empire, the migrations, the mediaeval church, feudalism, crusades, the rise of nations, social, economic, and educational progress.

2. *Renaissance and Reformation, 1300 to 1648.* Three credits.

3. *The French Revolution and Napoleonic Empire, 1789 to 1815.* Three credits.

4. *The Nineteenth Century.* Three credits. A study of the history of the nations of Europe from 1814 to 1914.

5. *Constitutional History of England.* Three credits. The development of the English constitutional and political institutions, with a study of the present government of the British Empire.

6. *Comparative Governments of Europe.* Three credits. A study of the present governments of several leading European nations, with special emphasis on the growth of democracy.

7. *History of the West.* Three credits. The westward expansion of the American people, frontier problems, life, and ideals. Political reaction on the East.

8. *Civil War and Reconstruction.* Three credits. A study of the slavery struggle, the course of the civil war, and the problems of reconstruction.

9. *Contemporary American History.* Three credits. This course deals with the events of United States history from 1876 to the present. Political, economic, and social problems are taken up.

10. *The Teaching of History.* One credit, first semester. A survey of the field, discussions in method, and the practical problems of the teaching of history in secondary schools. Required of those that major or minor in history.

Manual Arts and Drawing

1-2. *Advanced Furniture Making.* Three credits. This course involves more difficult operations and problems in furniture making. Working drawings must be submitted and mill bills made out. Factory methods are employed by using jigs and machinery as much as possible. Time: Three double periods a week. (1) Review of tool processes. (2) Mill work and care of woodworking machinery. (3) Study of different types of construction as related to furniture making. (4) Principles of design, constructive and ornamental. (5) Selection of problem; suggested projects: Table, Morris chair, Roman seat, writing desk, red cedar chest, buffet, etc. (6) Analysis of one of the above projects as to construction and design. (7) Finished product.

3-4. *Elements of Drawing.* Three credits. Third angle projection; lettering, tracing, blue printing; working drawings.

5-6. *Architectural Drafting.* Two credits. This course will be given two double periods a week throughout the school year. (1) History of architecture. (2) Study of the orders. (3) Methods of drafting for different types of buildings. (4) Study of stone and brick construction. (5) Suggested problems: public library, high school building. (6) Plans and elevations. (7) Specifications and cost of building drawn.

7-8. *Descriptive Geometry*. Three credits. Theory of orthographic projection. Generation of lines, surfaces, tangent planes, intersections, and developments. Graphic solution of problems. Mathematics, Course 6.

8½. *Freehand Lettering*. One credit. Prerequisite Course 3-4.

9-10. *Organization and Teaching of Manual Arts*. Two credits. The aim of this course is to study the organization of the shop, the working out of courses and methods of teaching the manual arts. Two hours a week throughout the whole year will be devoted to this work. (1) History of manual training. (2) Development and tendency of manual training. (3) Different courses. (4) Shop organization. (5) Outlook. (6) Literature on the subject of manual arts. (7) What can be done to promote further development. (8) Special teacher. (9) Outside reading and reports.

Mathematics

1a. *Higher Algebra*, Part I. Three credits. Review of the fundamental operations of elementary algebra, including factoring; fractional expressions; simple, linear, and quadratic equation with graphs; roots and radicals. Theory of exponents, more difficult equations involving radicals, quadratic equations in two variables, progression, and the binomial theorem.

1b. *Higher Algebra*, Part II. Three credits. Synthetic division, theory of equations, properties of the roots of a quadratic equation, higher polynomial functions and their solution, progression and series, mathematical induction, undetermined coefficients, and expansion of functions by various methods.

2. *Trigonometry*. Three credits. The trigonometrical functions and their relation, functions of sums, differences and multiples of angles, development of formulas and solutions of right and oblique angles, triangles, practical problems affording practice in use of slide rule and tables.

Course 1a is intended primarily for students who have had only one year of high school algebra, and course 1b for those who have had at least one and a half years. In registering no distinction will be made on basis of entrance credits in mathematics, but a division of the class will be made after a trial period of a week or two. Either group may continue course 2 during the second semester. Students assigned to course 1a who decide to major or minor in mathematics should take course 1b, either parallel with or before taking course 3.

3. *Analytical Geometry*. Three credits. The fundamental theorems of projection, loci, and their equations in rectilinear coordinates, the straight line, the circle, and other plane curves, parametric and normal forms, polar coordinates, and transformations. Prerequisite, course 2.

4. *Differential Calculus*. Three credits. Functions and limits; derivatives of simple algebra and transcendental functions; application of derivatives to tangents, normal, sub-tangents, sub-normal, and to the laws of mechanics; successive differentiation; maxima and minima; rates; curvatures; and expansion of functions. Prerequisite, course 3.

5. *Integral Calculus*. Three credits. Integration of various forms, the constant of integration and the definite integral, integration as summation, rectification of curves, areas of plane and curved surfaces, volumes of solids, applications to problems in geometry and mechanics. Prerequisite, course 4.

6. *Descriptive Geometry*. Three credits. Listed under the head of drawing.

7. *College Geometry*. Three credits. This course will, besides covering the ground of ordinary solid geometry, be an advanced course in Euclidian geometry in general. Methods of teaching geometry will also be considered. Not offered in 1917-18.

8. *Differential Equation*. Three credits. Solution of ordinary and partial differential equations of the first and second order. Lectures and text. Prerequisite, course 5. Not offered in 1917-18.

9. *Advanced Algebra*. Two credits. Radical solution of cubic and quartic equations, properties of roots of equations, solution of numerical higher equations, the complex numbers, determinants, etc. Prerequisite, course 1b.

10. *Teachers' Course*. Two credits. The aim and purpose of mathematical instruction in general will be considered. A careful consideration will be given to the plan of a unified course in secondary or high-school mathematics. Practice teaching in elementary algebra, plane geometry, and advanced arithmetic will be afforded.

11. *Surveying*. Three credits. Field work, triangulation and leveling. Lectures and discussions on United States land surveying and relocation of lost and obliterated corners.

12. *Plane and Solid Analytical Geometry*. Three credits. A continuation of course 3. The conic sections and the general equation of the second degree are studied more specifically. Introduction to solid analytical geometry. Prerequisite, course 3 and preferably 4.

13. *Descriptive Astronomy*. Three credits. An elementary course adapted to students who wish to gain a general knowledge of celestial objects and the simpler methods used in their study. Observational work on the more conspicuous members of the solar system as well as star constellations will be done when conditions are favorable. No prerequisite.

14. *General Astronomy and Spherical Trigonometry*. Three credits. The principles of trigonometry as applied to the spherical triangle will be briefly studied and some determinations made both on the terrestrial and the celestial sphere. The laws of physics as applied to celestial objects, instruments used in astronomical observations, and other phases will be considered. Prerequisite, mathematics 1 and 2 and elementary physics.

NOTE: Courses 5-14 open to juniors and seniors only.

Norwegian

1. *Norwegian Literature*. Three credits. A survey of Norwegian literature from the earliest times up to 1710. Attention paid to the old Norse mythology, the Eddas, Sagas, and folklore. Reports and compositions. Freshmen.

2. *Norwegian and Danish Literature from 1710 to 1800*. Three credits. Extensive reading from Ludvig Holberg, Wessel, and others in connection with the history of literature during this period. Compositions and essays. Freshmen.

3. *Elementary Language, Grammar, and Composition*. Three credits. Intended especially for those who have had little or no previous training in Norwegian. Text-book, oral and written exercises. Freshmen.

4. *Easy Reading, from Annotated Texts*. Three credits. Grammar continued, oral and written translations. Freshmen.

5. *Norwegian and Danish Literature from 1800 to 1850*. Three credits. The romantic period in Denmark. The period of nationalism and the development of the national literature in Norway. Papers and outside readings. Sophomores.

6. *A General Survey of Norwegian Literature Since 1850*. Three credits. Stress laid upon the rise of the national romantic movement and its significance for the later development of the literary life. The historical drama, realism, and the problem drama. Present tendencies. Readings from the leading authors, paper and discussions. Sophomores.

7. *Bjornstjerne Bjornson*. Three credits. Chr. Collin: Bjørnstjerne Bjørnson I. The novels of Bjørnson, historical dramas, poems. En Fallit; Arnlot Gelline; Bjørnson as a leader; Gran's Høvdningen. Outside readings and reports. Juniors or seniors.

8. *Henrik Ibsen*. Three credits. Historical dramas. Poems. Brand and Peer Gynt read critically; Samfundets Støtter; Et Dukkehjem. Readings and critical essays. Juniors and seniors.

9. *Teachers' Course*. Three credits. An intensive review course, especially for those who expect to teach Norwegian. A careful study of modern orthography, grammatical construction, and recent tendencies, together with extensive reading from contemporary authors. Juniors or seniors.

10. *Studies in Camilla Collett*, Jonas Lie, Kielland, Jacob B. Bull, and others.—Amtmandens Døtre. Fortællinger fra Nordland; Den Fremsynte; Rutland. Compositions and reports. Juniors or seniors.

11. *Ludvig Holberg*. Three credits. An intensive course in Holberg. Holberg as the founder of the Danish-Norwegian literature and literary language. Holberg's relation to German and French influences and Scholasticism. Extensive reading from the works of Holberg. Seniors.

12. *Studies in Landsmaal*. Three credits. The rise of the landsmaal and its literature. The present language situation in Norway. Readings in Ivar Aasen, Vinje, Blix, Sivle, Garborg, and others. Seniors.

13-14. *Old Norse*. Six credits. An elementary course in Old Norse, the chief aim being to give the student a reading knowledge of the Old Norse language. M. Nygaard, Old Norse Grammar. Selections from Hægstad and Torp. The Saga of Erik the Red. Juniors or seniors.

15-16. *Old Norse*. Six credits. The Njal's Saga. Selected poems of the Elder Edda. Seniors.

Philosophy

1. *English Philosophers*. Three credits. Locke, Berkeley, and Hume.

2. *The Theory of Action*. Three credits. The theory of moral action and the theory of the state. Mill's Utilitarianism, Kant's Metaphysics of Ethics, and T. H. Green's Principles of Political Obligation.

3-4. *History of Philosophy*. Six credits. A general survey giving most attention to Plato and Aristotle among the ancients and to some of those modern philosophers not included in courses 1 and 2.

Physics

1-2. *Elementary Physics*. Six credits. This course is for students who do not offer high school physics for entrance. The course will cover the mechanics of solids and fluids, magnetism and electricity, heat, light, and sound. Recitations and laboratory work.

3-4. *General Physics*. Six credits. This course will cover the same ground as course 1, 2. The units of measurement are carefully developed and much quantitative work is done in the laboratory.

5. *Mechanics*. Three credits. The elements of mechanics as a foundation for more advanced work in physics. Prerequisite, mathematics 1 and 2.

6. *Electricity and Magnetism*. Three credits. Measurement of current, resistance, and electromotive force by various methods. The units of electric measurements studied. Prerequisite, mathematics 1 and 2.

Religion

1-2. *A Cursory Study of the New Testament*. Two credits. Freshmen and sophomores. First and second semester. Two hours per week.

3-4. *Biblical Dogmatics*. Four credits. A study of the teachings of the Bible in their relation to our church doctrines. Juniors and seniors. First and second semester. Two hours per week.

5-6. *The Gospel of John*. Four credits. Exegetical studies in the Greek text. Juniors and seniors. First and second semester. Three hours per week.

Sociology

1. *Sociology of Rural Life*. Three credits. Characteristics of rural mind and rural groups. Types of rural communities. Rural problems. Adjustment of education to rural needs. Importance and nature of rural social surveys.

2. *Fundamentals of Sociology*. Three credits. Nature of sociology and its relation to other sciences. Development and organization of social groups. Social institutions. Needs and activities of social groups, with special reference to education. Community studies and educational surveys.

THE ACADEMY

Requirements for Graduation

A STUDENT who desires to graduate from the Academy must offer 16 year-credits of high school work. Of these 16 year-credits the following will be required: English, four credits; elementary algebra, one credit; plane geometry, one credit.

In addition, unless excused by the proper authorities, a student will be expected to offer the following credits: science, one credit; history, two credits; a foreign language, two credits. The balance of the credits may be selected by the student from the following list so far as same are offered by the school during the year:

List of Credits

BIBLE STUDY—One credit.

MATHEMATICS—Elementary algebra, one credit; plane geometry, one credit; higher algebra, one-half credit; solid geometry, one-half credit.

LATIN—Grammar, one credit; Caesar (four books), one credit; Cicero (six orations), one credit; Vergil (six books), one credit.

GERMAN—Grammar, one credit; literature, one to three credits.

NORWEGIAN—Grammar, one credit; literature, one to three credits.

HISTORY—Ancient (to Charlemagne), one credit; modern (from Charlemagne), one credit; English, one-half credit; senior American history, one-half credit.

ECONOMICS—Elementary economics, one-half credit; commercial geography, one-half credit; history of commerce, one-half credit; American government, one-half credit.

NATURAL SCIENCES—Physics, one credit; chemistry, one credit; botany, one-half credit; zoology, one-half credit; physiography, one-half credit; astronomy, one-half credit; physiology, one-half credit; geology, one-half credit.

VOCATIONAL SUBJECTS—*Business Subjects*—Business law, one-half credit; business arithmetic, one-half credit; bookkeeping, one credit; stenography and typewriting, one credit; advanced bookkeeping and business practice, one credit.

Manual Subjects—Freehand drawing, one credit; mechanical drawing, one credit; shop work, one to two credits; modeling and wood carving, one credit; domestic art and science, one to two credits.

The term "credit" means not less than five recitations per week of not less than forty minutes for a period of thirty-six weeks.

Owing to the fact that drawing and shop work do not require outside preparation, they will not be credited on same basis as academic studies. In manual subjects and laboratory practice a credit means five recitations per week, of eighty minutes each for thirty-six weeks.

Not more than four credits will be allowed toward graduation in the vocational subjects, including business subjects, manual subjects, domestic art, and science.

All students will be required to take at least two periods a week of religion during attendance at the school. They must also pass the required examinations in same in order to be graduated from any course. This requirement is in addition to the fifteen credits for graduation and cannot be waived.

English

The course of study in the academy is designed to cultivate habits of accuracy, to develop a conscious appreciation of the beauty of language, and to secure to the student an enlargement of the ideals of life. Careful attention is given to the manner in which he expresses himself in his daily recitations, and the teacher lays stress on the three distinct phases of English instruction: (1) Grammar; (2) Composition; (3) Literature. Short themes are required at least twice a week throughout the course, while longer themes will be assigned from time to time.

ENGLISH I. *Composition and Literature.* A rapid review of English grammar and short themes. The aim of the course is to encourage spontaneity and ease in writing and speaking. Emphasis is strongly laid on grammar, punctuation, sentence structure, capitalization, spelling, etc. A number of the easy English classics are read in class, supplemented with outside reading. Five hours a week.

ENGLISH II. *Composition and Literature.* Daily themes. A review of grammatical forms and a more detailed study of the *forms of discourse*. There is insistence upon correct and effective sentence structure and upon care in choice of words. Reading of classics, discussions, quizzes and reports. Five hours a week.

ENGLISH III. *History of English Literature and Composition.* The literary history of English, from its beginning to the present day, is studied in outline. The significance of the various literary periods is dwelt upon. Masterpieces of the different authors are read and discussed. Weekly themes, reports, quizzes. Five hours a week.

ENGLISH IV. *American Literature and Advanced Composition.* An outline history of American Literature. The works of American authors are studied in detail. Attention is paid to magazine development and the short story. In composition special attention is given to exposition and argumentation. Four hours a week.

SENIOR GRAMMAR. A thorough study and review of English grammar. Five hours a week, one semester.

French

I. *Elementary French.* In the first year the aim is to give a thorough grounding and drilling in grammar—with exercises in translation, conversation, and pronunciation. In the second semester the reading of some easy work in prose is begun. Three hours a week.

II. *Prose Reading.* This course is composed largely of readings in prose works by modern authors, with a light review of the author and his works, as each work is taken up. Composition and conversation are also part of the work. Three hours a week. Prerequisite, course 1.

III. *French Classics.* This year includes the reading of modern authors and some classics; composition and syntax. Works of Hugo, Corneille, Moliere, Racine. Three hours a week. Prerequisite, course 2.

German

I. *A German Grammar* is used throughout year. Stress laid on reading. Glueck Auf and one classic read. Oral and written work. Four hours a week.

II. *Grammar reviewed.* Compositions twice a week throughout the year. Three classics read. Oral work throughout the year. Four hours a week.

III. *Grammar and Compositions.* Conversation throughout year. Three classics read including Schiller's Wallenstein and Suderman's Frau Sorge. Four hours a week.

IV. *Works of Goethe, Schiller,* and other poets studied. Written work throughout the year. Conversation and reports. Four hours a week.

History

I. *Ancient History.* A rapid study of the Oriental peoples, especially their connection with the Hebrews. The first semester given to Greek history and the second semester to Roman history to 800 A. D. Four hours a week. First year.

II. *English History.* A study of the History of England from Julius Caesar to the present time. Growth of the power of Parliament and expansion of the British Empire, especially stressed to give the proper background for American history. Four hours a week. Second year.

III. *Senior American History.* This course begins with the government under the Articles of Confederation and is brought down to the present day. Social and economic as well as political events are followed throughout the course. Four hours. First semester, fourth year.

IV. *Civics.* A study of the science of government in the state and nation. Local and state civics are studied with reference to the state in which the student's home is. Four hours a week. Second semester, fourth year.

Latin

I. *First Year Latin completed.* Oral and written lessons. Five hours a week.

II. *Caesar's Gallic War, Books 1 to IV.* Review of inflections; study of syntax; Latin composition; the life of Caesar. Five hours a week.

III. *Cicero.* Six orations; the life of Cicero. De Senectute; grammar and composition. Five hours a week.

IV. *The First Six Books of the Aeneid of Vergil;* study of mythology; elements of Latin prosody; life of Vergil; Latin composition. Five hours a week.

Mathematics

I. *Senior Arithmetic*. This includes a teachers' advanced course, common and decimal fractions, percentage, proportion, involution, evolution, and mensuration. Many practical problems are solved with due regard to logical forms for written work. The aim is to develop clear thinking, facility in computation, and ability to teach.

II. *Algebra*. The aim of this course is to give the student an elementary knowledge of the solution of equations of the first degree involving one, two, or more unknown quantities, also to enable him to solve readily problems necessitating quadratic equations. Five hours a week.

III. *Higher Algebra*. A review and continuation of course 1, including factoring, the fundamental rules, highest common factor, lowest common multiple, fractions, involution, evolution, surds, imaginaries, inequalities, ratio, proportion, arithmetical and geometrical progressions, quadratic equations, and problems requiring both simple and quadratic equations. Text: Lennes and Slaught. Five hours a week, first semester.

IV. *Plane Geometry*. A study of rectilinear figures, circles, proportion, similar polygons and areas of polygons, and the circle. Emphasis is placed upon the attainment of ability to solve practical problems. Wentworth and Smith, *Plane Geometry*. Five hours a week.

V. *Solid Geometry*. A study of lines and planes, of general properties of polyhedrons and of the sphere. Special attention is given to theorems and problems necessary in the mensuration of these solids. Wentworth and Smith, *Solid Geometry*. Five hours a week, second semester.

Music

I. *Music Theory*. Two hours a week throughout the year.

II. *Harmony*. Two hours a week throughout the year.

III. *History of Music*. Twice a week throughout the first half-year.

IV. *Musical Analysis*. Twice a week throughout the second half-year.

V. *Advanced Harmony and Simple Counterpoint*. Two hours a week throughout the year.

VI. *Practical Instrumentation*. A study and use of musical instruments.

VII. *Methods*. Public School Music. Problems and methods of music in primary and intermediate grades. Lectures and assigned readings. Both semesters two hours a week.

VIII. *Advanced Methods and Practice*. Public School Music. Practical teaching and supervision of children in all grades. Both semesters two hours a week.

IX. *High School and Community Music*. Organizing and conducting of glee clubs, choruses, orchestras, and operettas for children and adults. One semester two hours a week.

X. *Solfeggi*. A study of ear-training, sight-singing, and dictation. Both semesters one hour a week.

XI. *Advanced Solfeggi*. A continuation of course X. Both semesters one hour a week.

XII. *Band*. An ability to play some instrument is required.

XIII. *Choral Union*. Rehearsals and public performances for promotion of the great choral works.

APPLIED MUSIC

I. *Piano*.

II. *Voice Culture*. This course is connected with lectures in Vocal Science.

III. *String and Orchestral Instruments*.

IV. *Organ*.

Norwegian

I. *Elementary Language and Reading*. Exercises in reading and grammar, with oral drill in translating from Norwegian to English and from English to Norwegian. Written work and declamation. The orthography authorized in Norway in 1907 is followed throughout the course. Four hours a week.

II. *Reading and written work* continued in connection with the study of grammar. Selections committed to memory. Special attention is given to the needs of the students who intend to teach Norwegian in parochial schools. Four hours a week.

III. *Special—Olson's Grammar*. This course is offered to students who cannot speak or read Norwegian as preparatory to Norwegian I. Four hours a week.

Religion

I. *The Catechetical Study of Pontoppidans Forklaring*. Three hours a week. First and second semesters.

II. *Catechetical Study of the Bible History*. Three hours a week. First and second semester. These two courses are especially recommended for students who intend to teach parochial school during summer. They can be taken in place of the other courses in Bible offered in the academy.

III. *A Study of the Life and Work of Jesus Christ*. Freshmen and sophomores. Two hours a week. First and second semesters.

IV. *Bible Study by Periods*. Juniors and seniors. Two hours a week. First and second semesters.

Science

I. *Agriculture*. Soils, farm plants, and animals. Farm economics. Laboratory. Five hours a week, first semester.

II. *Physiography*. A study of the earth as a planet, the sea, the air, and the land. Laboratory. Five hours a week, second semester.

III. *Biology*. A general study of plants and animals. Laboratory. Five hours a week.

IV. *Chemistry*. An elementary study of the fundamental principles and general theories of chemistry and the properties of the most common and useful elements. Laboratory. Five hours a week.

V. *Physics*. Dealing with the elementary principles of mechanics, sound, light, heat, and electricity. Laboratory. Five hours a week.

Vocational Subjects

Courses in manual training, domestic science, shorthand, and commercial studies will be found under separate heads. Credits will be given for this work in accordance with university requirements.

ACADEMIC COURSE

FIRST YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Bible	2 Bible	2 Bible
5 English I	5 English I	5 English I
5 Algebra	5 Algebra	5 Algebra
5 Latin or Elective	5 Latin or Elective	5 Latin or Elective
5 Norwegian or Elective	5 Norwegian or Elective	5 Norwegian or Elective

SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Bible	2 Bible	2 Bible
5 Geometry	5 Geometry	5 Geometry
5 English II	5 English II	5 English II
5 Norwegian or Elective	5 Norwegian or Elective	5 Norwegian or Elective
5 Latin or Elective	5 Latin or Elective	5 Latin or Elective

THIRD YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Bible	2 Bible	2 Bible
5 Physics	5 Physics	5 Physics
5 English III	5 English III	5 English III
5 French or Elective	5 French or Elective	5 French or Elective
5 Latin or Elective	5 Latin or Elective	5 Latin or Elective

FOURTH YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Bible	2 Bible	2 Bible
5 History	5 History	5 History
4 English IV	4 English IV	4 English IV
5 Latin or Elective	5 French or Elective	5 French or Elective
5 French or Elective	5 Latin or Elective	5 Latin or Elective

THE MANUAL TRAINING COURSE

MANUAL TRAINING is offered five double periods per week and will include instruction in bench work, wood turning, cabinet making, and drawing.

Elementary Woodworking

JOINERY—The purpose of this course is to instill a knowledge of the use and care of woodworking tools, to develop skill in their use, and to apply this knowledge and skill in the construction of pieces of furniture. Five double periods a week for one term are given to joinery.

GROUPS	PROCESSES	PROBLEMS
1. First use the saw, gauge, try-square and rule	Measuring Squaring Gauging Sawing Boring	Exercises selected by the teacher
2. Planing and sandpapering	Surface Edge Dimensions	Bench hook Cross lap joint
3. Chiseling	Vertical chiseling Gauging Sharpening chisel	Mortise and tenon joint Tray. Post card rack Table. Book rack Clothes tree
4. Construction by means of a miter joint	Use of miter-box Laying out brace	Miter-box Picture frame Pedestal with mitered corners Box
5. Accurate planing in order to make a glue joint	Jointing Doweling Gluing Clamping	Drawing board Top of table or tabouret
6. Construction of various pieces by means of the mortise and tenon joint	Laying out mortise and tenon. Cutting and sawing. Some finishing.	Fern stand Foot stool Tabouret Umbrella rack Table

Advanced Woodworking

This is a one-year course for students who have completed the work required in the elementary course. The time is spent on furniture and cabinet work. Five double periods a week for thirty-six weeks.

GROUPS	PROCESSES	PROBLEMS
1. Review of the fundamental tool processes taught in the first year Academy Course in woodworking	Drawing of project Bill of material Plan for cutting up stock boards Cabinet makers' method of working	Foot stool Tabouret Hall seat Book shelves
2. Students to design a small piece of furniture involving simple joint construction NOTE: Talks on design.	Preliminary freehand sketching Approval sketch drawn to scale Cutting of stock board	Piano bench Umbrella stand Table
3. Students to design a larger piece of furniture than would be included in group 2 NOTE: Talks on more difficult constructions.	Use of machinery as much as possible	Large stool Morris chair Music rack Different kinds of tables
4. Design of cabinet without doors, drawers and paneling.	Tool and machine construction	Wall cabinet Music cabinet Book case Chest Desk
5. Finishing	Scraping and sandpapering Staining and filling, waxing and varnishing	All projects must be finished

NOTE: Talks will be given regularly on different subjects pertaining to this work.

Mechanical Drawing

The purpose of this course is to enable the student to use the drawing instruments correctly; to teach the knowledge of conventions and methods used in the drafting room; to become acquainted with elementary geometrical construction and orthographic projection and to develop the ability to read working drawings.

TIME: Two ninety-minute periods a week for two school years is given to mechanical drawing.

STEP 1—Preliminary work: A practice plate in upper case lettering, drawn to a large scale. Use of instruments and materials. Exercises involving the use of each tool of the drawing outfit. Talks on the purpose of working drawings.

STEP 2—Fifteen plates of geometrical drawing. Problems: To bisect a straight line, to bisect a given angle, to inscribe a square in a given circle, to draw an ellipse, the diameters being given, etc. Talks on how geometrical drawing may be applied in working drawings.

STEP 3—Isometric projection and cabinet projection. The difference between the two and perspective. Advantages and disadvantages of isometric and cabinet projections.

STEP 4—Orthographic projection. Definitions. Planes and traces of planes. Special applications of orthographic projection.

STEP 5—Working drawings and perspective.

NOTE—Students who have had no instruction in mechanical drawing are advised to begin with this course.

Architectural Drawing

Three ninety-minute periods a week for two years.

Preliminary steps, studying conventions and designs of architecture of modern times.

STEP 1—A miniature house or cottage, with plans and elevations.

STEP 2—To plan and design a simple modern house showing everything complete, traced and blue printed.

STEP 3—To plan and design a more complicated frame house for the city, either a bungalow or a two-story house.

STEP 4—Study of brick constructions and the different colors.

STEP 5—The students will have to figure specifications and estimate the cost of one of the buildings drawn up complete.

NOTE—Talks are given throughout the course.

THE LADIES' SEMINARY COURSE

AS there has been a growing demand for departments in which young women are prepared for the home, such a department has been added to this school, and an opportunity is offered lady students to prepare themselves for those duties which are essential to the welfare and happiness of the family.

The Experimental Kitchen

A commodious room has been fitted up with all necessary and modern appliances, where instruction is given. A special course is given in the cooking of plain foods such as are needed in every home.

The course in domestic science includes the study of foods, their composition, chemical changes involved in their cooking, food values, making of menus and serving of meals. Short courses are given in dietetics, home nursing, household sanitation, chemistry of cooking, and laundry work.

Dressmaking

Students are requested to bring working materials for this class. Inexperienced pupils must begin with plain sewing; but a pupil of ordinary ability should be able to do her sewing while at school, thus materially reducing her expenses.

Art Needlework

Instruction is given in all kinds of needlework. After the student has learned to do plain needlework, she is instructed in shaded, white, and Montmellic embroidery, Florentine cutwork, drawn work, cross-stitch embroidery, and Hardangersøm; also in modern lace making, such as Battenberg, Flemish, Honiton, point lace, bead work, tatting, and netting.

Millinery

In order to give the young ladies a chance to learn how to make their own hats, a class in millinery is conducted during the

fall and spring terms. This branch of instruction is very popular with the young ladies.

Domestic Art

Attention is given to household sewing, study of materials used for various articles, repair work as darns and patches, dress-making, drafting and designing of patterns.

Courses of Study

FIRST YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Old Testament	2 Old Testament	2 Old Testament
5 Grammar	5 Grammar	5 Grammar
5 Arithmetic	5 Arithmetic	5 Arithmetic
3 Reading	3 Reading	3 Reading
2 Sewing	2 Sewing	2 Penmanship
2 Millinery	2 Art Needlework	2 Sewing
2 Penmanship	2 Oral Expression	2 Millinery
2 Oral Expression		2 Oral Expression

SECOND YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 New Testament	2 New Testament	2 New Testament
5 English I	5 English I	5 English I
5 Geography	5 Geography	5 Geography
5 Physiology	5 U. S. History	5 U. S. History
2 Dressmaking	2 Art Needlework	2 Millinery
2 Millinery	2 Dressmaking	2 Dressmaking
2 Oral Expression	2 Oral Expression	2 Oral Expression

THIRD YEAR

FALL TERM	WINTER TERM	SPRING TERM
2 Bible	2 Bible	2 Bible
5 German or Norwegian	5 German or Norwegian	5 German or Norwegian
5 History	5 History	5 History
2 Advanced Dressmaking	2 Advanced Dressmaking	2 Advanced Dressmaking
4 Cooking	4 Cooking	4 Cooking

DOMESTIC SCIENCE COURSE

THE following work is offered for those who wish to take special or advanced work in domestic science:

The Advanced Course

or regular High School Domestic Science Course offers: dress-making, 4 periods a week during the school year; cooking, 4 periods; art needlework, 2 periods a week; physiology, 5 periods a week during the fall semester; home nursing, 5 periods during the spring semester; household management, 5 periods during the spring semester; food study, 5 periods during the fall semester; dietetics, 5 periods during the spring semester; textiles, 5 periods during the spring semester.

The Beginners' Course

in domestic science offers sewing, 4 periods a week during the year; cooking, 4 periods a week during the year; physiology and home nursing, 5 periods a week during the year.

Winter Term Course

The short term for winter term students offers the following work: cooking and sewing, each 4 periods a week during the winter term; physiology and home nursing, 5 periods a week; household management, 5 periods a week.

Special Work

In addition to the regular courses, primary handwork and allied subjects are taught to students intending to teach these subjects. Special courses also will be arranged for such as desire to fit themselves for teaching domestic science subjects.

COMMERCIAL DEPARTMENT

Bookkeeping and Business Practise

BOOKKEEPING, both single and double entry, is taught by modern and practical methods. The student is made familiar with the principles of debits and credits and their relations in business transactions, beginning with entries of the simplest nature and advancing step by step, gradually leading up to the more difficult and involved entries in banking.

Exercises are given in keeping the day book, journal, ledger, invoice book, sales book, bill book, and the books used in commission, lumbering, and banking. Exercises are also given in taking trial balances, making out balance sheets, and in opening and closing books.

Business practice affords the student an opportunity to put his knowledge of bookkeeping to a practical test. He is required to make transactions and record them, and also to write out a great variety of business papers and documents, such as bills, checks, receipts, drafts, notes, leases, mortgages, deeds, articles of co-partnership, insurance policies, etc. The transactions are simple in the beginning, but as the student's ability increases they become more and more involved until they embrace almost all kinds of transactions in the commercial world.

Business Arithmetic. This course includes properties of numbers, common and decimal fractions, bills, accounts, compound numbers, percentage, interest, discount, stocks and bonds, banking, customs or duties, equation of accounts, partnership settlements, ratio and proportion, etc.

Commercial Geography. Description of the articles most extensively bought and sold, including their sources, their methods of manufacture, their transportation by land and water, and the description of the countries of the earth with reference to their products and trade relations.

Finance. The subject is treated in three divisions. The first part is an explanation of funds. The second part explains the various ways in which funds are obtained. The third part is a discussion of the institutions and agents employed in funding operations.

Civics. A thorough study of township, village, city, county, state, and national government. The national constitution is carefully studied. Debates and research work on important topics.

Elementary Law. This is a continuation of the study of law as begun in commercial law in the Certificate Course. It treats of the different

kinds of law, sovereignty, the origin of the common law and its application. Some of the subjects taken up are: Real property, domestic relations, torts and crimes, and wills and administration.

Business English. Extensive practice in letter writing and business forms. Special stress laid on correction of common errors, use of words, variety of expression, writing of advertisements, telegrams, etc.

Commercial Law. This is one of the most interesting and helpful studies in the Commercial Course, and one with which every person, whether engaged in business or not, should be thoroughly familiar. Litigation would often be obviated were people acquainted with the principles of everyday business law. It is the aim of this course to give the student a clear insight into the laws governing business transactions, so that he may understand the difference between a legal and an illegal contract. The course includes the following branches of law: Contracts, negotiable instruments, guaranty and suretyship, interest and usury, sale of personal property, bailment, agency, partnership, corporations, joint stock companies, insurance, real estate, and landlord and tenant.

Rapid Calculation. Drills in rapid addition. Short methods of multiplication, division, and computing interest. Use of aliquot parts. Other fractional features introduced. Text: Birch's Rapid Calculation. Five hours a week throughout the first half-year.

Penmanship. The ability to write a neat, legible hand will always find favor both in the business and the social world. The time, money, and energy expended in acquiring an easy, graceful, and legible style of handwriting will prove a profitable investment. Many a good position in business has been secured and retained because the applicant was a good penman. Good writing is one of the essential elements of a business education, and there is no qualification so universally demanded by business men as good penmanship.

Shorthand. Every year adds proof, by the constantly increasing demand for rapid writing, how indispensable in a modern education is a knowledge of stenography. It is highly essential, therefore, that the system of shorthand giving the best practical results be selected. The Gregg system, which has gained a place for itself in the leading business schools, is taught.

In the Gregg system there are but few, simple rules—other systems have a great many; it is written on the slope of longhand; there is no required shading, and position writing is abolished. Thus this system is easier to learn, to write, to read, and to retain than the old systems.

After the principles have been thoroughly mastered, dictation is given to increase the student's shorthand vocabulary, and to familiarize him with words and phrases peculiar to different kinds of business.

Typewriting. The best results in typewriting can only be obtained by what is called the touch typewriting. This mode of operating the machine necessitates the perfect memorizing of the keyboard and the use of all the fingers, as in playing the piano. By this plan the writer has no necessity to watch the keys or his fingers, but in copying from shorthand notes or manuscript the eyes are kept constantly on the matter to be copied. Besides promoting the highest possible speed, it lessens the strain of the eyes occasioned by the frequent adjustment of them to a different focus. While principally a mechanical operation, it aids the student in proper spelling, punctuation, neatness, and methodical habits.

The department is equipped with new standard typewriters and the student is required to practice two periods a day. Throughout the entire course the work is inspected and transcriptions are carefully corrected and returned to be correctly rewritten.

Certificate Course

FALL TERM	WINTER TERM	SPRING TERM
Business English	Business English	Business English
Business Arithmetic	Business Arithmetic	Business Arithmetic
Bookkeeping	Rapid Calculation	Bookkeeping and Business Practice
Rapid Calculation	Bookkeeping and Business Practice	Penmanship
Penmanship	Penmanship	Commercial Law
Spelling	Commercial Law	Spelling
	Spelling	

Students completing the above course will be entitled to a certificate for such work.

Graduate Accountant Course

The entrance requirement for this course is the satisfactory completion of the Certificate Course.

FIRST SEMESTER	SECOND SEMESTER
Accountancy	Accountancy
Commercial Geography	Finance
Elementary Law	Civics
English II	English II
Foreign Language or Mathematics	Foreign Language or Mathematics
Penmanship	Salesmanship and Advertising

Students completing the above course will be entitled to the degree *Graduate Accountant*.

Shorthand Course

FALL TERM	WINTER TERM	SPRING TERM
Bible	Bible	Bible
Business English	Business English	Business English
Shorthand	Shorthand	Shorthand
Bookkeeping	Bookkeeping and Commercial Law	Commercial Law
Penmanship	Penmanship	Office Training
Typewriting	Typewriting	Typewriting
Spelling	Spelling	Spelling

Students completing the above course will be entitled to a certificate for such work.

SCHOOL OF MUSIC

THE SCHOOL OF MUSIC offers a thorough course of instruction in voice, piano, organ, violin, and other stringed instruments; also a theoretical course including harmony, counterpoint, ear training, musical history, and analysis. In each branch of musical study, a systematic course leading to graduation will be pursued. Time required for completion varies,—the length, of course, depending on the pupil's ability and intelligent devotion to work. Each candidate for graduation will be required to appear in public recitals given by the students during the year and to give one graduate recital.

Theory and History of Music

The courses in theory and history of music are given with the idea of making the student become a broad-minded and well-rounded musician. To this end, a very thorough course is laid out, extending from the simplest forms of harmonic structure through the advanced forms of composition.

Text-books: Baltzell, History of Music; Chadwick, Harmony; York, Counterpoint; Goetschius, Analysis; Tapper, Theory of Music.

Ensemble Classes

The study of chamber music is a very important one to the advanced student of any instrument. The impetus to more thorough practice, mental activity, development of rhythm and color, and an insight into this particularly rich field of musical text, is of untold value. Both classic and modern music is studied. Students who come mainly for the study of piano, violin, or any other instrument, should, if possible, arrange for some work in this line.

Piano Department

Teachers' Certificate Course

PREPARATORY—Fundamental Principles.

GRADE I—Lemoine, Heller, Kohler, Loeschorn, Clementi Sonatines, Gurlitt, Concone.

GRADE II—Duvernoy, Heller, Loeschorn, Hanon, Czerny, Kuhlau Sonatines, Concone.

GRADE III—Octave Studies, Hanon, Czerny, Burgmuller, Bach, Haydn Sonatas.

Musical Theory. Tapper Theory of Music completed. Study of tone properties, length, pitch, power, and quality. Notes, intervals, scales, triads. Analyzing of triads and chords, and elementary sight singing. Eighteen hours.

Musical Analysis. Goetschius analysis. Period construction, analysis of song, dance, rondo, and sonata forms. Eighteen hours.

Harmony. Chadwick Harmony. Connections of triads, chords, inversions, and resolutions. Thirty-six hours.

History of Music. Baltzell History of Music completed. Assigned biographical reports. Seventy-two hours.

GRADE IV—Czerny, Cramer Studies, Bach, Chopin, Moscheles, Mozart, and Beethoven Sonatas. Compositions of standard composers.

Harmony. Chadwick Harmony completed. Treatment of suspensions and retardations, passing notes, anticipations, pedal points, etc. Extensive training in modulations and harmonizing given melodies. Thirty-six hours.

Ear Training. Eighteen hours.

Normal Training. Seventy-two hours.

Artist Course

GRADE V—Cramer Studies, Clementi Gradus ad Parnassum, Chopin Etudes, Bach, Beethoven Sonatas, Compositions of standard composers.

Simple Counterpoint. Writing in the five species in two, three, and four parts. Eighteen hours.

Harmonic Analysis. Study of the simple and advanced compositions, analyzing each chord and progression. Eighteen hours.

Orchestration. Study of the modern orchestra. Arranging of accompaniments for stringed instruments and orchestra. Simple and more difficult compositions arranged for stringed quartette, full orchestra, and band. Thirty-six hours.

The theoretical course in this grade will also be open to students of the Fourth Year, provided they are qualified to take the work. Ensemble Classes. Thirty-six hours.

Collegiate Course

SIXTH YEAR. REPERTOIRE COMPOSITIONS—Classes in advanced history of music, double counterpoint, canon and fugue, and free composition will be given in this course.

Juvenile Department

NORMAL CLASSES—Children from five to nine years of age are admitted to the Normal Classes, meeting twice a week for one full sixty-minute lesson. The work is under the direct supervision of the head of the piano department. Four children are grouped together in each class, and two advanced students give instruction in each class. Each child receives individual instruction at the piano at each lesson and is taught the value of notes, key signatures, scales, and rudiments of harmony, at the blackboard.

The charges for the year of instruction in these classes are \$12.00. Students entering later than the fourth week of the school year will be charged at the rate of 50 cents a week.

PRIVATE LESSONS—Private lessons for children below high school age will be charged for at the rate of 50 cents, 75 cents, or \$1.00 according to the teacher chosen.

All children are given an opportunity to appear in the special recitals given at regular intervals during the school year, by the juvenile department.

A special effort is made to create an interest for the best in music, and for careful study and artistic and finished playing.

Parents will realize the advantage of having their children enrolled in a school of music where a regular course of study leading to graduation is carefully followed.

Vocal Department

Careful attention will be given the individual, and the course of study will be selected according to the requirements of the student.

Special attention will be devoted to a correct, natural, and easy method of breathing.

In this department the aim is to cultivate the natural voice by the development of pure tone, clear, resonant, and full. Pure tone depends primarily upon skillful management of the breath. Consequently much attention is given to systematic exercises in breath control. Exercises in intonation, legato, phrasing, attack, pronunciation, in fact everything included in the general term "interpretation," are given with thoroughness, in order that each pupil may develop ability to appreciate and interpret the works of great song writers.

No two voices are alike. To bring each out to its full possibilities requires training essential to its individual needs.

The student will be taught only the best in vocal literature, selected from among the best classic and modern composers. Work will range from the simple song through the more difficult opera arias and oratorios.

Technical exercises will include studies selected from the works of Sieber, Concone, Panofka, Marchesi, Lutgen, and others.

The singer is expected to know a number of sacred solos, and should spend at least a year, before completing his course, singing in a church choir.

In order to graduate the student must have finished second grade in the piano course, besides the regular theoretical course outlined for students in the piano department.

Outline of the Course in Voice Culture

FIRST YEAR

a. Vocal Science

1. The mechanical structure of vocal organs.
2. The laws which regulate the action of the voice mechanism.
3. The respiratory organism.
4. The registers of the singing voice.
5. The mechanism of hearing.

b. Applied Music

1. Vocalization (as applied in voice-production).
2. Resonance (as applied in voice-production).
3. Breathing (as applied in voice-production).
4. The use of registers.

Studies

Concone. The School of Sight-singing.
 Concone. Op. 9.
 Lütgen. Vol. I.

SECOND YEAR

a. Vocal Science

1. The art of interpretation, with regard to voice-production.
2. The hygiene of a singer.

b. Applied Music

The interpretation of a song.

For interpretation:

"Famous Songs" (Ed. John Church).
 "Sacred Songs" (Ed. John Church).
 Songs of the North, Oliver Ditson.
 Assigned Songs of Modern American Composers.
 Two-part Songs of Mendelssohn.

Studies

Concone, Op. 10 or 17.
 Bordogni, 36 Solfeggi.

Public School Music Course

The demand for competent men and women thoroughly qualified for the important work of supervising and teaching music in the public schools has made necessary the establishment of schools of method where a complete and comprehensive knowledge of the subject may be gained under the guidance of competent teachers who have had ample practical experience in public school work.

Requirements

The teacher of music in public schools must first of all be a musician. Secondly, he must be fully equipped as a leader; he must know his subject, and also have the ability to teach it; and lastly, possess a love for the work, besides having a general education along broad lines.

Students in this department are required to have the equivalent of a high school education before they can receive a diploma.

For the benefit of those who have not had this education, a special course in English is arranged. If examinations are satisfactorily passed in this department and in the studies required for the Public School Music Course, diplomas are granted.

If the applicant has had the equivalent of two years' high school work, a teacher's certificate is granted.

A special course is arranged for grade teachers who do not wish the full course. After the completion of this course, a "proficiency" certificate is granted.

Time Required

Students having the equivalent of a high school education and a knowledge of the elements of music should be able to complete the course in two years.

Outline of Study

The following are the subjects required in this course: Sight singing, ear training, musical forms, harmony, instrumentation, orchestration and conducting, musical history, teaching of rote songs, methods and materials, practice teaching, study of the child-voice, chorus, psychology. There will also be a Round Table in connection with the class work.

Outline of Two Year Course in Public School Music

FIRST YEAR

Music VII—Methods

Music I or II—Applied

Music I—Theory of Music

Music X—Solfeggi

Music IV—Musical Analysis

Music VI—Practical Instrumentation

Music XIII or XII—Choral Union
or Band

College Studies:

Bible

English

Physical Education

Electives

SECOND YEAR

Music VIII—Advanced Methods and Practice	Music IX—High School and Com- munity Music
Music II or I—Applied	College Studies:
Music II—Harmony	Bible
Music XI—Advanced Solfeggi	Education 1
Music III—History	Education 4
Music XII or XIII—Band or Choir	Electives

THIRD YEAR

Applied Music. The interpretation of an aria.

For interpretation:

Anthology of Sacred Songs (Oratorios), Ed. Schirmer.

Operatic Anthology, Ed. Schirmer.

Two-part Songs of Rubinstein and Dvorak.

Studies

Concone, Op. 12.

Mazzoni, Solfeggi.

Lamperti, F. Studies in Bravura.

FOURTH YEAR

In this year the candidates may choose their major in one of the following courses: Teaching of Voice-culture, or Public Singing.

Students majoring in teaching are required to take Education 1, 2, 4, and Piano I, II, III.

Twenty secular and sacred songs thoroughly mastered are required for graduation in Public Singing.

Organ Department

GRADE I—Steggall Organ School, pedal studies. Hymnology.

GRADE II—Easier selections from Bach, Dubois, Guilmant, Rheinberger, Hymnology.

GRADE III—Moderately difficult selections from Bach, Guilmant, Mendelssohn, Widor.

GRADE IV—The greater works of Bach, Guilmant, Mendelssohn, Widor. Practical modulation.

For graduation, the regular theoretical course outlined for the piano department will be required.

Violin Department

Special attention is paid to developing players for orchestra and other ensemble work. The usual fundamentals of position, intonation, and interpretation are thoroughly insisted on. Hohman's method is generally used for beginners, supplemented with bowing and finger exercises by Wohlfart and others. It is suggested that children study in classes of four, meeting four times a week, at twenty-five cents a lesson for each child.

Band Department

The Concert Band consisted of thirty-five pieces during the past season, and will be increased to full concert size when practical. A second band is continuously maintained to supply material for the former.

Members of the Concert Band must supply their own uniforms, blue regulation. A limited number of instruments are available at a rental of three dollars a year. Individual instruction on band instruments may be had by students at fifty cents a lesson. A term of twelve lessons is required for entrance into the Concert Band. All members of both bands must own a standard tutor for their instrument.

Norse Art Weaving

A course in art weaving is offered at the college. A term of 30 lessons including use of loom costs \$20.00.

Price of Lessons

MISS MARTINSON—PIANO AND ORGAN

Thirty-minute lessons, \$1.00, \$1.25, \$1.50 each.

	Fall term	Winter term	Spring term
Juvenile Department	\$13.00	\$14.00	\$9.00
First to Fifth Grades.....	16.25	17.50	11.25
Sixth Grade	19.50	21.00	11.50

MISS QUIST—PIANO

Thirty-minute lessons, 75c, \$1.00 each.

	Fall term	Winter term	Spring term
Juvenile Department	\$9.75	\$10.50	\$6.75
First and Second Grades.....	9.75	10.50	6.75
Third Grade	13.00	14.00	9.00

MISS GLETNE—PIANO

Thirty-minute lessons, 50, 75c each.

	Fall term	Winter term	Spring term
Juvenile Department	\$6.50	\$7.00	\$4.50
First and Second Grades.....	9.75	10.50	6.75

MR. LISKA—VOICE

One thirty-minute lesson or two fifteen-minute lessons per week.....	\$16.25	\$17.50	\$11.25
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VIOLIN

One thirty-minute lesson per week.....	\$9.75	\$10.50	\$6.75
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PRACTICE PERIODS (ONE 50-MINUTE PERIOD A DAY)

Fall term, \$3.25	Winter term, \$3.50	Spring term, \$2.25
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Class lessons in the theoretical subjects will be charged for at the rate of fifty cents for one fifty-minute lesson. Private lessons may be had at the rate of \$1.50 for one fifty-minute lesson.

History of Music is free to regular students in the School of Music.

GRADUATES COLLEGE DEPARTMENT

Officers of the Alumni Association

PRESIDENT, MARTHA BRENNUM

VICE PRESIDENT, L. P. SEIERSTAD

SECRETARY AND TREASURER, N. L. MYKKELTVEDT

1912

Richard V. Melby, superintendent.....Deephaven, Minn.
S. George Reishus, farmer.....Dorchester, Wis.
Mrs. Carsten Sperati, nee Martha Johnson.....Dahlen, N. D.

1913

Earl R. Weeks, pastor.....Grove City, Minn.
Joseph M. Storstad, pastor.....Spring Valley, Wis.

1914

Elvin A. Ganrud, bank clerk.....Hazel Run, Minn.

1915

Cornell H. Christenson, superintendent, High School.....Bagley, Minn.
Paul F. Fossum, teacher.....Moorhead, Minn.
Charles H. Richter, student, University.....Minneapolis, Minn.
Sedvin C. Ryen, farmer.....Wild Rice, N. D.
Olav F. Saeter, superintendent, High School.....McIntosh, Minn.
Silas R. Strand, bank clerk.....Ada, Minn.

1916

Olav Birkeland, principal, High School.....Cyrus, Minn.
Edith C. Fossum.....Fergus Falls, Minn.
Stephen H. Sande, student, Luther Seminary.....St. Paul, Minn.
Peter M. Troen, student, Luther Seminary.....St. Paul, Minn.

1917

- *Walter I. Aamoth, teacher P. R. L. C.....Fergus Falls, Minn.
 Emil G. Bagley, student, Luther Seminary.....Hamline, Minn.
 *Andreas M. Berg.....Pelican Rapids, Minn.
 Martha Brennum, teacher.....Moorhead, Minn.
 *Mrs. Howard Peterson, nee H. Margretha Dahl.....Clyde, N. D.
 *Alvin H. Halvorson, principal, High School.....Bagley, Minn.
 *Anders T. Hagen, student, University.....Minneapolis, Minn.
 *Arthur E. Hanson, student, Luther Seminary.....Hamline, Minn.
 *Mildred S. Kalheim, teacher, High School.....Fisher, Minn.
 Ingvald Lavik, student, Luther Seminary.....Hamline, Minn.
 Rudolph Lavik, student, Y. M. C. A. College.....Springfield, Mass.
 N. L. Mykkeltvedt, student, Luther Seminary.....Hamline, Minn.
 *Leonard T. Nordlie, civil service.....Washington, D. C.
 *Howard Peterson, principal Clyde, N. D.
 *Alfred L. Saethre, teacher.....Starbuck, Minn.
 L. P. Seierstad, student, Luther Seminary.....Hamline, Minn.
 *Edward B. Swenson, student Luther Seminary.....Hamline, Minn.

NOTE: Classes from 1912 to 1916 were graduated from College Department of Park Region Luther College at Fergus Falls before consolidation of this Department with College Department of Concordia College at Moorhead, in September, 1917. Also members of class of 1917 whose names are starred.

GRADUATES OF THE ACADEMY

Officers of the Concordia Association

PRESIDENT, GEO. BREKKE
 VICE PRESIDENT, MARTHA BRENNUM
 SECRETARY, MORRIS BYE
 TREASURER, INGVALD LAVIK

1893

August G. Aanenson, agent, B
 C. G. Dosland, attorney, B
 *Peter J. Lyng, B
 Nils M. Muus, merchant, B
 Wilhelm P. Rognlie, teacher, B

John L. Rinan, teacher, B
 *Oscar Simensen, B
 Margaret Teigen, physician, N
 Hans C. Widness, merchant, B

1894

G. O. Benson, cashier, B
 Albert O. Engene, farmer, B
 Albert O. Eugene, farmer, B

Mons H. Hagen, C
 N. N. Hagness, merchant, B
 *Gilbert Helgeland, B

Hans H. Holte, clergyman, N
 Ole P. Holl, merchant, B
 Osten Johnson, farmer, B
 Arthur Larson, B
 *Peter J. Lyng, N
 B. T. Mjolsness, B
 Ole Reiersgaard, publisher, B

Mrs. Mathea Steenerson (nee
 Lyng), N
 John Elmer Still, clerk, B
 Thomas T. Skogen, physician, C
 *Gustav Strand, B
 Ludie Thompson, N
 Oscar R. Wold, missionary, N

1895

Frank F. Doleshy, hotel business,
 Benus O. Fuglevaag, agent steam-
 ship company, B
 Hans O. Hanson, merchant, B
 *Torkel J. Helgeson, B
 Julius Johnson, real estate, B

B James Larson, cashier, B
 Cornelius S. Nelson, publisher, B
 Edw. R. Syverson, traveling agent, B
 Ludvig Stenseth, bookkeeper, B
 *Louis Ylvisaker, B
 Julius Kulstad, agent, B

1896

John O. Austenson, farmer, B
 Mrs. Annie Bestic (nee Doleshy), S
 Mrs. Oline Erickson (nee Aabye), B
 P. August Ecklund, B
 Mrs. Hilda Ecklund (nee Sten-
 rud), B
 *Christian Fedje, B

Ole Fedje, merchant, B
 Geo. Flaten, county treasurer, B
 Hans H. Holte, clergyman, B
 Carl S. Juve, B
 Charles Lund, banker, B
 Ole W. Ohnstad, agent, B
 Mrs. Anna Strand (nee Sontag), B

1897

Gustav A. Aaker, farmer, B
 Otto G. Arneson, bookkeeper, B
 Adolph W. Eastman, cashier, B
 Sivert Johnson, manufacturer, B
 Gilbert Kittelson, cashier, B
 Oscar A. Lund, merchant, B
 Nels Edward Olson, real estate, B

George P. Olson, farmer, B
 Nelius Olson, bookkeeper, B
 Mrs. Hannah M. Rudser (nee Ol-
 son), N
 Peder Vistaunet, physician, B
 Martin Viker, farmer, B
 Mrs. Clara S. Wold (nee Simenson),
 missionary, N

1898

*Jacob S. Anderson, B
 Oscar O. Berg, B
 Jorgen P. Hertsgaard, teacher, C
 Henry A. Hendrickson, merchant, S
 Halvor N. Klev, cashier, B
 *Martin Kulstad, B
 George T. Larson, real estate, B
 Herman Linde, physician, C

Oscar Arthur Lund, merchant, S
 *Josephine C. Olson, N
 Wilhelm P. Hognlie, teacher, N
 Isaac Sivertson, insurance, B
 Nels Elias Stenson, farmer, C B
 Teman Temanson, B
 Theodore E. Urdahl, B
 John Welley, bookkeeper, B

1899

Edwin H. Headland, cashier, B

Mathilda Nyberg, bookkeeper, B

1900

*Halvor Aabye, B
Margaret Anderson, S
William Anderson, real estate, S
Ole M. Aniksdal, clerk, B
Jalmar B. Johnson, clerk, B
Tobias B. Lanegraff, merchant, B
Harold P. Nelson, druggist, B
Bertha Olson, stenographer, S
Tobias Ronice, farmer, B
Nicolai Stenseide, agent, B

Mrs. Annie Knoien (nee Onsager), B
Gustav H. Johnson, real estate, B
Otto J. Mortenson, real estate, S
Mrs. Leonora Mortenson (nee Dahl), S
Elmer Sonsteli, merchant, S
Mrs. Rosa Steen (nee Berg), B
Hartwick Swalstad, merchant, B
G. S. Thorlackson, clerk, B
Mrs. Amalie Teigen (nee Selle-vold), B

1901

Edward Agrey, B
*Halvor Aabey, B
*Gilbert L. Helgeland, S
Paul Norbryhn, merchant, B
Clarence O. Nelson, farmer, B

Theodore Odegaard, merchant, B
Hans N. Rosevold, cashier, S
*George Senum, B
Peder Vistaunet, physician, C

1902

Oscar J. Ellingson, automobile dealer, B

1903

Mrs. Sarah Anderson (nee Ness), L
Ole Bergan, insurance, N
Mrs. Alma Boe (nee Larson), N
Roy Gratiias, B
Mary Belle Luker, B
John Mostul, bookkeeper, B
Mrs. Bertha Mersom (nee Peter-son), N
Emma Norbryhn, teacher, N

Mrs. Anna King (nee Thompson), L
Albert Onsager, farmer, N
Ludvig Ramstad, merchant, B
Mrs. Caroline Strand (nee Lage-son), L
Olaf Simonson, bookkeeper, B
Anna Tjomsaas, missionary, N
Mrs. Mabel Thorpe (nee Johnson), B
Julius O. Thorn, farmer, B

1904

Inga Brusletten, L
Olaf N. Brevig, teacher, N
John G. Ellingson, agent, B
Johanna Flaten, teacher, L
Laura Flaten, teacher, L
Paul P. Gaarder, bookkeeper, B
Jens H. Hjelmstad, teacher, N
John O. Hellerud, merchant, B
Osval S. Hellerud, merchant, B
Hilmar E. Kjorsvik, fruit grower, B S
Lars L. Lande, merchant, B
Sigurd A. Lunde, farmer, B

Mrs. Hanna Lindberg (nee Dahl), L
*Norah Martinson, C
Mrs. Bertha Mersom (nee Peter-son), S
Mrs. Ella Nolin (nee Hanson), B
Ole C. Olson, farmer, B
Bertel B. Ostrem, clergyman, C
Henry J. Shelver, physician, B
Lars N. Taralseth, clerk, B
Julius O. Thorn, farmer, S
Henry J. Thorpe, clergyman, C
Margaret M. Weir, teacher, L
William R. Weir, merchant, B

1905

Anton Aaserud, bookkeeper, B
Mathilda Askegaard, L
Ole H. Bridston, bank clerk, B

Alfred Christianson, farmer, B
Mrs. Jessie Bakken (nee Dole-shy), S

Olaf A. Engemoen, cashier, B
 Paul J. Gaarder, bookkeeper, S
 Albert G. Haga, B
 Gilbert N. Hagen, farmer, B
 John O. Hellerud, merchant, S
 Mrs. Mathilde Peterson (nee Mor-
 tenson), L
 Nicholas A. Peterson, farmer, B
 Martin Peterson, bookkeeper, B
 Henry O. Raaen, teacher, C N
 Mrs. Gertie Rice (nee Martin-
 son), N
 George Johnson, merchant, B
 Clara Berge, teacher, N
 John S. Brye, merchant, B

Mrs. Olga Johnson (nee Christian-
 son), L
 Hans C. M. Jahren, clergyman, C
 Embert A. Norson, clergyman, C
 Olga Natwick, teacher, N
 Mrs. Ella Nolin (nee Hanson), S
 Emma Norbryhn, teacher, C
 Gertrude Oien, teacher, P
 Ole A. Otteson, clerk, B
 *Pernille Ordahl, L
 Harry C. Reah, B
 Theodore C. Tollefson, B
 Mrs. Clara Thorn (nee Hitterdal), L
 Inga Winden, L

1906

Anna Julia Aas, S
 Mrs. Dora Allen (nee Flaten), S
 Theodore Aaserude, B
 Ella Albright, B
 Mathilde Askegaard, M
 Mrs. Emily Brown (nee Nelson),
 deputy register of deeds, L
 Olaf O. Bjertness, teacher, B
 Kari Braaten, teacher, L
 K. E. Edwardson, real estate, B
 *Olga Regina Egge, N
 Mae Flore, stenographer, S
 Veronica M. Fjelde, stenographer, S
 Mrs. Bertha M. Rechsteiner (nee
 Gullickson), N
 M. A. Gullickson, bookkeeper, B
 Mandius S. Gjerde, clergyman, C

Mrs. Helen Frethren (nee Gun-
 hus), N
 Albert Haga, B
 Emma Holt, stenographer, S
 Julius A. Johnson, bookkeeper, B
 Otto J. Lutnes, clergyman, C
 Mrs. Laura Mykland (nee Libak), L
 Alfred O. Olson, bookkeeper, B
 Syver O. Odegaard, bookkeeper, B
 Harry C. Reah, S
 Emma B. Rover, teacher, L
 Henry J. Shelver, physician, C
 John C. Thorpe, attorney, C
 Severt H. Thorpe, bookkeeper, B
 Hattie L. Thompson, teacher, L
 Margaret M. Weir, teacher, N

1907

Carrie Alme, teacher, N P
 Ambjor Braaten, student, L P
 Carl H. Bergeson, clergyman, C P
 Mabel Rosel, stenographer, B
 Odin I. Bjornstad, farmer, C P
 Mrs. Nora Harriet Fullerton (nee
 Rasmussen), M
 Helen Libak, L
 Peter A. Mykland, clergyman, C P
 Julia Ness, P
 Ole T. Ness, clergyman, C P
 Josephine Sandness, teacher, N P
 Hans Stenseth, B
 Hartvig Sonju, ass't cashier, B

Severt Simonson, farmer, B
 Julia Severtson, teacher, S
 Nora Fausett, L
 Allen Gunderson, bookkeeper, B
 Amanda Hendrickson, teacher, P
 Henry Johnson, bookkeeper, B
 Mrs. Clara Kent (nee Nelson), C P
 Meinech Lutness, bookkeeper, B
 Mrs. Gudrun Thoen (nee Lund), S
 Jorand Thorson, teacher, N
 Willie Thompson, B
 Mrs. Anna Husebye (nee Vikan), B
 Oscar Winden, B
 Lillian C. Wright, teacher, M

1908

Ingebright A. Aardal, contractor, B
 Mrs. Louise Hakonson (nee Ander-
 son), B

Arthur Blegen, stenographer, S
 Thora Esval, M
 *Anna Erickson, S

Netta Bredine Ellenson, teacher, P	Conrad Mastrud, B
Elle Helene Foxen, B	Mrs. Gunhild Hagen Michaelson (nee
Gustav E. Gunderson, bookkeeper, S	Sæther), S
*John Haugen, C N P	Mrs. Gerda Ness (nee Johnson), N
Emil Hertsgaard, farmer, C	Lars Ness, cashier, C P
J. H. Hjelmstad, teacher, C	Selma Ness, N
Albert G. Haga, N	John E. Nelson, B
Selma Bertine Haugen, N	Rosa C. Nelson, B
Gudor J. Hagen, B	Peter A. Nelson, B
Carrie Hauge, stenographer, S	Rose Nelson, stenographer, S
Martha Marie Horjem, P	Alfred S. Ofstedal, B
Mrs. Eva Nelson (nee Hultgren), S	Henry O. Pederson, merchant, B
Stella Albertine Johnson, N	Carl H. Pladsen, B
Nels T. Jahren, publisher, C	Mabel Rosel, stenographer, S
Fred Johnson, bookkeeper, B	Francis A. Schmidt, C
Henry Johnson, farmer, S	Victor Skyberg, C
Alfred Knutson, C	Signe Svendsgaard, teacher, N P
Severine Kolstoe, teacher, N	Christ Slotten, B
Andrew T. Lund, Jr., banker, B	Harry Stolpestad, student, B
Emil A. Lund, ass't cashier, S	Marie E. Tønning, teacher, S

1909

Richard Aslakson, farmer, B	Ida Nelson, N
Herlof Aalgaard, merchant, C P	Marie Erickstad, teacher, P
Albert Aardal, teacher, C	Andrew Erickstad, B
Arnold Brathovde, B	*Alfred Flaten, C
O. O. Bjertness, teacher, C P	Elise Granskov, stenographer, S
O. H. Bridston, bank clerk, C	Anna Herom, B
Mrs. Mabel Tisman (nee Erick-	Mrs. Alma Wiye (nee Hunder), S
son), L	Oscar W. Hanson, agent, B
Mrs. Clara M. Braaten (nee Ha-	Mrs. Amanda Kroshus (nee Nel-
gen), L	son), N
Iver Iverson, student, C	Edgar Olson, county agent, C
Gilbert Kroshus, farmer, B	Ole J. Olson, farmer, B
Chester Mathiason, teacher, C	Nels Peterson, agent, C
Mrs. Gena Hanson (nee Melroe), B	A. G. Rubbelke, B
Oscar Martinson, merchant, B	Edwin Rue, B
Ole Medchill, clerk, B	Ole Rud, B
Albert Mykland, teacher, C P	Sever Simonson, farmer, C
Marie Myhr, teacher, N	Gustav Schilbred, editor, C P
Carl Mandt, B	Peter Sagvang, B
Mrs. Ellen Doolittle (nee New-	Oscar Twete, student, B
house), M	Mathilde Tangen, B
Thor Nestegaard, merchant, B	Caroline Vigen, teacher, N P

1910

Arthur Anderson, S	Bertha Harvick, P
*Ruth Anderson, S	Alma Johnson, S
Oscar Braseth, B	Olaf Kolstoe, teacher, C
Morris Bye, student, B	Mrs. Josephine Hem (nee Lar-
Edwin Brusletten, B	son), N
Anton Egge, clergyman, C	Alf Larson, stenographer, B
Mrs. Ella Simonson (nee Erick-	Mrs. Inga Madsen (nee Rognlie), S
son), S	Mrs. Stella Aabye (nee Ness), N
Richard Everson, S	Joseph Noble, insurance, S

Clifford Peterson, B
 August Hagen, missionary, C
 Sophie Hermanson, N
 Clara Hanson, B
 Clara Hendrickson, L
 Alma Hofland, S
 Clara Hermanson, student, C
 Cora Hendricks, student, P
 Oscar Sire, B

Aalga Skare, teacher, M
 Peter Sagvang, S
 Mrs. Marie Hanson (nee Simonson), L
 *Gina Stave, B
 James Thompson, B
 Alfred Vignes, B
 Mrs. Elsie Enstad (nee Wold), B
 Otis Wentzell, teacher, B

1911

Jonas Aardal, C
 Anna Bridston, M
 Kittil G. Braaten, clergyman, C
 Albert Dahl, bookkeeper, B S
 Gilbert Gregerson, bookkeeper, B
 Alexander Gorder, student, B
 Arthur Granskov, clerk, S
 Fritjof Halaas, S
 Richard Johnson, B
 Leonora Dosland, S
 Gerhard Rognlie, farmer, B
 Ida Stuverud, N
 Eliza Torvend, N
 Mrs. Karen Stausland (nee Thome-Carl M. Vevle, student, B sen), P

Albert I. Johnson, teacher, C
 Ole Kind, bookkeeper, B
 Ole Krohn, B
 Ingebrigt S. Legreid, B
 Obert Lea, B
 Stella Lewis, stenographer, S
 Ole B. Larson, B
 Stephen A. Dale, clergyman, C
 David J. Quam, clerk, B
 Agnes Ringstad, student, P
 John Trygstad, farmer, B
 Gilbert Thompson, S
 Alvilde Vigen, S

1912

Olaf Boness, student, C
 *Nels O. Bjertness, B
 Rudolph A. Gletne, bookkeeper, B
 Ida Gertrude Hamre, teacher, P
 Anton Holm, bookkeeper, S
 Thora Hole, teacher, P
 Odell Johnson, B
 Fred C. Johnson, bookkeeper, C
 Livius J. A. Jahren, teacher, C
 Mrs. Esther Davis (nee Brathovde), N M
 Minnie Kleven, P
 Gurine Lien, student, P
 William Martinson, B
 Gabriel Ness, C
 Katherine Nelson, B S
 Oscar R. Overby, student, M
 Ole J. Olson, C
 Swen T. Olson, B
 Gina Roble, teacher, P
 Harold J. Venness, electrical engineer, C
 Peter Quinnild, farmer, B

1913

Mrs. Zella Stubben (nee Bondhus), L
 Emil G. Bagley, student, C
 Oscar Christensen, C
 Norah Dahle, teacher, N
 Leonard Esp, B
 Carl Eklund, banking, B
 Inga Erickstad, teacher, N
 Hedvig Forseth, teacher, C
 Bertha Granaas, student, S
 Inger Hertsgaard, teacher, M
 Halvor Hellekson, B
 Ethel Moorehead, stenographer, S
 *Oscar Nordrum, B

Ella Nordrum, stenographer, S
 Oscar Ness, C
 Hans B. Ness, student, C
 Ida Olness, stenographer, S
 Anna R. Olson, teacher, P
 Carl Ruud, C
 Oscar Hillestad, B
 Olav Hildahl, teacher, B
 Clara Heggen, S
 Theoline Iverson, L
 Frederick Kile, C
 John Krogh, C
 Ingvald Lavik, student, C
 Inga Lee, C

Nels Mykkeltvedt, student, C	Lottie Tollefson, teacher, C
Mrs. Helga Lindseth (nee Myhre), P	Arthur White, S
Mrs. Gina Hanson (nee Melroe), M	Ernest White, B
Nels Simonson, dept. auditor, B	Emma Williams, teacher, P
Thomas Thomeson, farmer, C	John S. Vold, student, B
Olaf Tollefson, farmer, C	

1914

Martha Brennum, student, C	Lars Fremstad, P
Cora Everson, teacher, P	Crystal Frysli, M
Sam T. Espeland, bookkeeper, B	Dina Haug, N
Clara Gulickson, N	Sigvald Hagen, B
Cora Hagen, student, P	Jeffry Sandness, farmer, S
William Krogh, C	Ingeman Sattre, student, C
Elmer Knudson, student, B	Lars P. Seierstad, student, C
Elmer Lee, C	Joseph Sandie, student, M
Konrad Lee, teacher, C	Ansel Sampson, student, B
Rudolf Lavik, student, C	Torfin Strand, B
Carl J. Lokken, B	Bertha Torske, student, B
Ole Medchil, real estate, C	Alice Tornell, S
Bennie Muus, C	Karen Thomeson, teacher, N
Laura Monson, teacher, N	John S. Vold, student, B
Peter Miller, salesman, C	Carl Vevle, student, C
Nora Olson, P	Mrs. Ruth M. Wilson (nee White), B
Monrad Sandness, stenographer, S	

1915

Carl Aardal, student, C	Elmer Knutson, student, S
Elma Anderson, student, S	Johanna Larson, N
Stephen Anderson, stenographer, S	Oscar Lindem, student, C
Martha Anderson, S	John Larson, student, C
Morris Bye, student, C	Minnie Larson, C
Harry Bergseid, B	Ingvald Larson, student, C
George Brekke, student, C	Oscar Lien, B
Olaf Carlson, student, C	Carl W. Lien, B
Jens Clauson, B	John Lokken, C
Bennie Duckstad, student, B	Herman Muus, student, C
Julius Elster, student, C	Henning Myking, clerk, B
Oscar Elster, C	Frieda Ness, C
Anna Eidsvig, stenographer, S	John Ness, C
John K. Frostad, bank clerk, B	Carl Nord, student, B
Gertrude Grande, P	Hjalmer Olson, B
Oscar Hilmo, bookkeeper, B	Oscar R. Overby, student, C
Eugene Halaas, student, C	Ella Pederson, teacher, M
Anna Hagen, N C	Sven Pollstad, B
Joseph Johnson, C	Olena Peterson, student, N
Martin Johnson, C	Selmer Rasmusson, C
Olaf Jenson, student, C	Minnie Stenson, teacher, N
Bessie Johnson, S	Melvin Steen, student, B
Sophie Kleven, N	Marjorie Thompson, B
Gilman Klefstad, B	Walter Thoreson, C
Delia Knutson, S	Ragna Wattenford, student, S

1916

Johanna M. Aas, L
 Margit Bogstad, P
 Torstein Braaten, student, C
 Arthur Brunsvold, C
 Cora Evenson, teacher, N
 William Engesather, student, C
 Ernest Fjelstad, C
 Carl Gauslow, B
 Oliver Gauslow, B
 Obert Grover, student, B
 Anna J. Gletne, teacher, M
 Cora Haugen, teacher, C
 Emma Haug, teacher, M
 Ida Hamre, teacher, N
 Albert Hendrickson, B
 Clara H. Hendrickson, L
 Alette Jahren, student, C
 Swanhild Jahren, student, C
 Jacob Jenner, student, C
 Clara Johnson, teacher, N
 Klara Kolstoe, teacher, N
 Marcus Langemo, student, S
 Julia Lien, student, L

Conrad Leraas, clerk, B
 Nellie A. Madsen, student, S
 Enoch Madsen, student, C
 Gunda M. Meyer, teacher, P
 Joseph Martinson, teacher, N
 Alma Overby, teacher, N
 Klara Elise Overby, student, M
 Alph Overby, county treasurer, C
 Marie Oberg, M
 Laura A. Olson, L
 Francis Peterson, student, B
 Edwin A. Quam, student, C
 Harry B. Raun, student, C
 Marcus Rue, B
 Edward Ryerson, B
 Julius Sannes, B
 George Sippola, student, B
 John Stenholt, student, B
 Clara M. Stensgaard, teacher, P
 Geo. Sundlie, bookkeeper, B
 Olaf Thormodsgaard, student, B
 Bella Tollefson, teacher, P
 Hilding Wallin, student, C

1917

Attilio Baggione, M
 Ambjor Braaten, C
 Julia Brennum, C
 Arthur Bjorlie, B
 Edwin Camrud, C
 Peder Carlson, B
 Joseph Clementson, B
 Bennie L. Duckstad, C
 Esther Dahl, C
 Luther A. Ersland, C
 John Flatekval, C
 Einar Fossum, C
 Arthur Fjaer, B
 J. Magnus Gronningen, C
 Clara Gronhoyd, P
 Anna Gletne, M
 Alfred Hagen, C B
 Elmer D. Hagen, C
 Paul Hamre, C
 Amanda Haugen, C N
 Edythe Hendrickson, M
 Alette H. Jahren, M
 Alvin Johnson, B
 Hanna M. Knutson, M

Knute Kirkhorn, B
 Gladys Larson, S
 Ida Midgarden, P
 Josephine Bertine Olauson C N
 T. Marie Olson, C
 Ida N. Olson, P
 Klara E. Overby, M C
 Russel Ortynski, B
 O. Willie Olson, B
 Cora Paulson, S
 Bergitta Maybelle Ramstad, C N
 Melvin Roalsvig, B
 Norval E. Skuness, C
 Ellsworth Origenes Silseth, C
 Melvin O. Steen, C
 Olga M. Steen, C N
 K. Bernhard Sandven, B
 Idar Jakob Tanner, C
 Lovise E. Thormodsgaard, P
 Thorfin Thoreson, B
 Ida Torgerson, S
 Johannes Vaagen, C
 Mattie T. Watland, N C

ENROLLMENT FOR YEAR 1917-1918

College Department

SENIOR CLASS—9

Brekke, George	North Dakota
Bye, Morris	Minnesota
Erickson, Selma	Minnesota
Larson, Ulrik	Minnesota
Melby, Elmer	Montana
Otterson, Rudolf	Wisconsin
Sattre, Ingeman	Minnesota
Urberg, Sofus	Wisconsin
Valtinson, Joseph	Minnesota

JUNIOR CLASS—10

Braaten, T. F.	North Dakota
Elster, Julius	North Dakota
Field, Oliver	Minnesota
Gilbertson, Gilbert	Minnesota
Grangaard, Ingvald	North Dakota
Halaas, Eugene	North Dakota
Haugen, Cora	Minnesota
Larson, Ingvald	Minnesota
Lee, Konrad	North Dakota
Raun, Harry	Minnesota

SOPHOMORE CLASS—21

Anderson, Mae	Minnesota
Benson, Signe	Wisconsin
Dahlen, Arvid	Minnesota
Eckmann, Ragnar	Minnesota
Elster, Oscar	North Dakota
Estby, Walter	Minnesota
Jenner, Jacob	North Dakota
Johnson, Albert	Minnesota
Larson, Charlotte	North Dakota
Madsen, Agathe	Wisconsin
Madsen, Enoch	Wisconsin
Malmin, Sofie	Iowa
Muus, Herman	Minnesota
Olsen, Marie	Minnesota
Paulson, Freeman	Iowa
Quam, Edwin	North Dakota
Scheie, Olaf	Minnesota
Tanner, Idar	Minnesota
Wambheim, Harvey	North Dakota
Winter, Lydia	Montana
Wagnild, Olga	Canada

FRESHMAN CLASS—40

Anderson, Ruth	Minnesota
Anderson, Hilmer	Minnesota
Bjerklie, Dora	North Dakota
Brennum, Julia	Minnesota
Breit, Cora	Minnesota
Duckstad, Bennie	Minnesota
Dahl, Hazel	Minnesota
Dyste, Leonard	North Dakota
Engen, Ada	North Dakota
Erickson, Cora	Minnesota
Evenson, Parnell	North Dakota
Freeman, Vernon	Minnesota
Gabe, Lillian	North Dakota
Gronningen, Magnus	North Dakota
Gunderson, William	Minnesota
Grover, Mabel	Minnesota
Johnson, Esther	Minnesota
Jacobson, W. Roy	Minnesota
Kantrud, Henry	Minnesota
Knutson, Arthur	Minnesota
Kirchner, Otto	Washington
Koeneman, Martin	Minnesota
Lien, Erling	North Dakota
Lillehaugen, Sigvald	North Dakota
Nordby, Oscar	Minnesota
Nystul, John	Minnesota
Olstad, Josie	North Dakota
Ramstad, Clarence	North Dakota
Reitan, Walter	Minnesota
Ryan, Thelma	Minnesota
Reiersgard, Alice	Minnesota
Silseth, Elsworth	North Dakota
Steen, Melvin	North Dakota
Stenson, Edward	Minnesota
Skei, Olga	Minnesota
Skunes, Norval	Minnesota
Skalet, Myrtle	Minnesota
Swenson, Inga	Minnesota
Vaagen, Johannes	North Dakota
Warvik, Harold	Wisconsin

Academy Department

SENIOR CLASS—34

Arveson, Edna	Minnesota
Boe, Gertrude	North Dakota
Braaten, Ingeborg	North Dakota
Bye, Thora	Minnesota
Elster, Henry	North Dakota
Fedje, Beatrice	North Dakota
Flaten, Eva	North Dakota
Flaten, Alice	North Dakota
Gunderson, Nora	North Dakota
Hagen, J. M.	Minnesota

Hoverson, Oscar	North Dakota
Johnson, Carl	North Dakota
Johnson, James	North Dakota
Johnson, Martha	North Dakota
Johnson, Clarence	North Dakota
Koppang, Henry	North Dakota
Lavik, Anton	North Dakota
Lee, Sarah	Minnesota
Larson, Leonora	Minnesota
Lynner, Cora	North Dakota
Mathiason, Helga	North Dakota
Mandt, Otto	North Dakota
Nordrum, Ella	Minnesota
Nestegard, Gustav	North Dakota
Olson, Olaf	North Dakota
Raftshol, Julius	North Dakota
Stafne, I. Esther	North Dakota
Sundet, Viola	North Dakota
Thormodsgaard, Olaf	North Dakota
Thompson, Geneva	North Dakota
Tollefson, Carl	North Dakota
Twete, Myrtle	North Dakota
Urnes, Edgar	Minnesota
Wurden, Irene	Minnesota

Unclassified

Aasgaard, Gudrun	Minnesota
Aasgaard, Valborg	Minnesota
Aardal, Bernhard	Minnesota
Aafedt, Harlan	North Dakota
Alcodry, Abdo	Minnesota
Alnes, Ole	North Dakota
Albertson, Alvina	North Dakota
Anderson, Stella	Minnesota
Anderson, Kathryn	North Dakota
Anderson, Lillian	Minnesota
Anderson, G. Louise	North Dakota
Anderson, Harry	Canada
Anderson, Freddie	Canada
Andrew, Ovidia	North Dakota
Armstrup, Agnes	Minnesota
Arneson, Mabel	North Dakota
Arneson, Alice	North Dakota
Barr, E. Antoinette	California
Barsten, Osvald	North Dakota
Barsten, Bertha	North Dakota
Barsten, Mamie	North Dakota
Benedict, Lila	Minnesota
Belz, Eugene	North Dakota
Berg, Jennie	North Dakota
Bergan, Otto	Minnesota
Bergdahl, Henrietta	North Dakota
Birkeland, Gladys	North Dakota
Bjerkeseeth, Ole	North Dakota
Bjorquist, Livia	Minnesota

Blexrud, Alvira	North Dakota
Bodahl, Meinicke	Minnesota
Bogstad, Margit	Minnesota
Botten, E. Emmons	North Dakota
Braaten, Albert	North Dakota
Bratholt, Olga	North Dakota
Brandvick, Clarence	North Dakota
Brevig, Olga	North Dakota
Brown, Alfred	North Dakota
Brynjulson, Olga	North Dakota
Carlson, H. Emma	Nebraska
Carlson, Mabel	Minnesota
Carlson, Harriet	Minnesota
Christianson, Mildred	North Dakota
Christianson, Dorothy	North Dakota
Christianson, Margaret	North Dakota
Christianson, Mina	Minnesota
Crosby, Norman	Minnesota
Dahl, Lief	North Dakota
Dosland, Chester	Minnesota
Dragseth, Emma	Minnesota
Ebeltoft, Irene	Minnesota
Eckmann, Edyth	Minnesota
Ecklund, Horace	Minnesota
Eddy, Earl	Montana
Eide, Henry	Minnesota
Eide, Torger	Minnesota
Eidsvik, Christ	North Dakota
Eidsvieg, Lenora	North Dakota
Eidsmoe, Albert	Minnesota
Eide, Jennie	North Dakota
Egge, S. M.	South Dakota
Ekland, Edna	North Dakota
Elken, Gertie M.	North Dakota
Ellison, Ernest	North Dakota
Engen, Einar	North Dakota
Enger, Gustava	North Dakota
Ensrud, Betsy	North Dakota
Enger, Bernice	North Dakota
Erfjord, Selmer	North Dakota
Erdahl, Louis	North Dakota
Erickson, Thelma	Minnesota
Erickson, Victor	Minnesota
Erickson, Irving C.	North Dakota
Erickson, Elsie	Minnesota
Fagereng, John	Minnesota
Fallet, Mathias	North Dakota
Falkenhagen, Charlotte M.	North Dakota
Feda, Emma	Minnesota
Fjelde, Olaf	North Dakota
Fjelstad, Elmer	North Dakota
Fjelstad, Christine	North Dakota
Flaten, Amos	North Dakota
Flaten, Marjory	Minnesota
Flatekval, Jessie	Canada
Folland, Norval	Minnesota

Follet, Anna	North Dakota
Forde, Inga	South Dakota
Fonnaust, Christine	North Dakota
Forde, Leonard	South Dakota
Freeman, Inez L.	Minnesota
Fugleberg, Charles	Montana
Gaare, Emil	Minnesota
Gilbertson, Ragna	South Dakota
Gilbertson, Oliver	North Dakota
Glenne, Carl	Minnesota
Glomstad, Ida	North Dakota
Gletne, Anna	Minnesota
Godfrey, Anabelle	Minnesota
Gordon, Melvin	Minnesota
Grover, Alice	Minnesota
Grover, L. Ivy	Minnesota
Grover, Obert	Minnesota
Grovum, Oscar	North Dakota
Gullickson, Marjory	Minnesota
Gunderson, Mabel	Minnesota
Gunderson, Andrea	North Dakota
Gunderson, Henry	Minnesota
Gunnerud, Arthur	North Dakota
Gunstenon, Oscar	Minnesota
Guttu, Freda	North Dakota
Hagen, Andrew	Minnesota
Hagen, Clara	North Dakota
Hagen, Selpha	North Dakota
Hager, Allie	Minnesota
Halvorson, Clara	North Dakota
Halvorson, Mabel C.	North Dakota
Hammersand, George	South Dakota
Hanson, Esther	North Dakota
Hanson, Josie	North Dakota
Hanson, Bernice	Minnesota
Hanson, Herbert	Minnesota
Hanson, Betsy	North Dakota
Hanson, M. Anna	North Dakota
Hanson, Albert	Minnesota
Hatling, May	Minnesota
Haug, Emma	North Dakota
Haugen, Martha	Minnesota
Hogan, Edna	North Dakota
Hayden, Alice	North Dakota
Hellerud, Gilma	North Dakota
Helling, Alfred	North Dakota
Helling, K. H.	North Dakota
Hendrickson, Alvin	North Dakota
Hermanson, Luella	Minnesota
Herm, Irving	North Dakota
Hesjedahl, Andrew	Minnesota
Hertsgaard, Osvald	North Dakota
Hilmo, Peter	Minnesota
Hilmo, John	Minnesota
Hoistad, Anna	North Dakota
Hoistad, Oscar	North Dakota

Holte, Esther	North Dakota
Hopeman, Albert	Minnesota
Houglum, Virgil	Minnesota
Houglum, Muryel	Minnesota
Hoveskeland, Tilda	North Dakota
Hovel, Ingeborg	North Dakota
Hultin, Clifford	North Dakota
Hustoft, Silma	North Dakota
Ingebrigtsen, Ernest	North Dakota
Iverson, George	North Dakota
Jergentz, Lena	North Dakota
Johnson, Ida	North Dakota
Johnson, Amelia	North Dakota
Johnson, Josephine	North Dakota
Johnson, Archie	North Dakota
Johnson, Ellen	North Dakota
Johnson, C. Inez	Minnesota
Johnson, B. Dina	Minnesota
Johnson, Martin	North Dakota
Kastet, Mable	North Dakota
Kittelson, Laura	Minnesota
Kleven, Oscar	Minnesota
Knutson, Rosa	North Dakota
Kirkhorn, Knut	South Dakota
Koxvold, Josephine	Minnesota
Landro, Caroline	North Dakota
Langemo, Marie	North Dakota
Langemo, Marcus	North Dakota
Langemo, Martha	North Dakota
Langemo, Melvin	North Dakota
Langslet, Ole	Minnesota
Larson, Oscar	North Dakota
Larson, Emil	Minnesota
Larson, Gunnar	North Dakota
Larson, Lorena	Minnesota
Larson, Hilda	North Dakota
Leonard, Anderson Mabel.....	Nebraska
Leines, Fred	Minnesota
Lillehaugen, Silma	North Dakota
Logan, Jubal	Minnesota
Lofstad, Kolbjørn.....	Minnesota
Lunder, Constance	Minnesota
Malvey, Fridtjof	Minnesota
Malvey, Helen	Minnesota
Malvey, Mabel	Minnesota
Mandt, Conrad	North Dakota
Meland, Beatrice	Minnesota
Michaelson, Tillie	Minnesota
Midgarden, Ida	North Dakota
Mjelde, Otto	Minnesota
Moe, Gilbert	North Dakota
Moen, Anna Otelia.....	Minnesota
Morris, Janet	Minnesota
Moxness, Oscar	North Dakota
Narum, Alma	North Dakota
Nasset, Sigurd	North Dakota

Nelson, Agnes	Minnesota
Nelson, Alf	Canada
Nelson, Alice	Minnesota
Nelson, Helen	South Dakota
Nelson, Anne	North Dakota
Nelson, Ruth	North Dakota
Nelson, Albert	South Dakota
Nelson, Leedina E. A.	North Dakota
Nelson, Dina	North Dakota
Ness, Ralph H.	Minnesota
Nesheim, Malene	North Dakota
Newgard, Sigurd	North Dakota
Nicholson, G.	Iowa
Nokken, Leonard	North Dakota
Nokken, Engel	Minnesota
Nord, Dagny	Minnesota
Nordmark, T.	North Dakota
Nordrum, Melvin	Minnesota
Nystuen, Dewey	Canada
Nystuen, Anna	Canada
Odegaard, William	Minnesota
Odegaard, Alma	Minnesota
Oftedal, Fridtjof	North Dakota
Ohnstad, Sander	North Dakota
Olson, Hans	North Dakota
Olson, Olga	North Dakota
Olson, Ida N.	Minnesota
Oleson, Inez	North Dakota
Olson, Ameila	Wisconsin
Olson, Olai	Minnesota
Olson, Lawrence	Minnesota
Olsberg, Minnie	North Dakota
Omdahl, Olive	North Dakota
Opdahl, Ellen	North Dakota
Opheim, Leonard	North Dakota
Oraas, Oral	Minnesota
Overby, E. Mabel	North Dakota
Paulson, Hino	Minnesota
Pederson, Sam	North Dakota
Pederson, Newton	North Dakota
Pederson, Axel	North Dakota
Quanrud, Rudolf	North Dakota
Quarne, Mabel G.	North Dakota
Quarne, Lillian S.	North Dakota
Raaen, Lillian	North Dakota
Ramstad, Isabelle	North Dakota
Ramstad, Ethel	North Dakota
Ramstad, Carl V.	North Dakota
Rane, Henry	Minnesota
Rasmussen, Carl	Minnesota
Rasmussen, Arnold	North Dakota
Reinertson, Ole	North Dakota
Reitan, Claude	Minnesota
Rindahl, Ada	Minnesota
Roalsvig, Melvin	North Dakota
Roalsvig, Fritjof	North Dakota

Rognlie, Norma A.	Minnesota
Rud, Melvin	North Dakota
Rue, Ida	North Dakota
Rue, Hilda	North Dakota
Running, Henry	North Dakota
Salem, Sam	Minnesota
Salie, Hattie	Minnesota
Salthammer, Anna	North Dakota
Sampson, Estella	North Dakota
Sande, Olaf	North Dakota
Sandmal, Mary	North Dakota
Sandness, Martha	Minnesota
Sandven, Evangeline	North Dakota
Sandven, Christ	North Dakota
Sattre, Alfreda	Minnesota
Scheie, Anton	North Dakota
Scheldahl, Martha	North Dakota
Schroeder, Esther	Minnesota
Sipton, Einar	North Dakota
Skunes, Edwin	North Dakota
Smith, Ethel	Minnesota
Solberg, Arthur	North Dakota
Spooner, Albert	North Dakota
Stambaugh, Enid, Mrs.	Minnesota
Stensgaard, Gena	Minnesota
Stenson, John	Minnesota
Stenson, Esther	Minnesota
Stephenson, Elsie	Minnesota
Storli, Alfred W.	North Dakota
Stueland, Albert	Minnesota
Sund, Eva	Minnesota
Sunde, Trygve	South Dakota
Sundet, Nina	North Dakota
Swenson, Dagmar	Minnesota
Tangen, Josie	North Dakota
Tanner, Agnar	Minnesota
Teien, Christian	North Dakota
Terry, Doris	Minnesota
Texdal, Annie	Minnesota
Thompson, Caroline	North Dakota
Thompson, Esther	Minnesota
Thompson, Birdie	Minnesota
Thompson, Carl	North Dakota
Thormodsgaard, Emma	North Dakota
Thormodsgaard, Louise	North Dakota
Thorn, Joseph	Minnesota
Thorson, Thor	Minnesota
Thorson, Thorfin	Minnesota
Thorson, Mathilda	North Dakota
Tilton, Sylvia	Minnesota
Timm, Erwin	Minnesota
Tingelstad, Martha	North Dakota
Tollefson, E. George	North Dakota
Tollefson, Clara	North Dakota
Torgerson, Ida	Minnesota
Torgerson, Jeanette	Minnesota

Torkelson, Magda	Minnesota
Tudal, Beatrice	Minnesota
Unstad, Lyder	Minnesota
Vance, Esther	North Dakota
Velde, Melvin	Minnesota
Veum, Frantz	North Dakota
Vincent, J. C. Mrs.....	Minnesota
Vold, O. John	South Dakota
Wall, Alma A.....	North Dakota
Westby, Agnes	North Dakota
Westby, Ragnvald	North Dakota
Westerlund, Nanna	Minnesota
White, Blanche G.....	North Dakota
Williams, Herbert	Minnesota
Winge, Mabel	North Dakota
Wisness, Gina	North Dakota
Wold, S. Clara	North Dakota
Wold, Oscar	North Dakota
Woldy, June	North Dakota
Wright, Norman F.....	Minnesota
Ylvisaker, Lenvik	North Dakota
Ylvisaker, Hedvig	North Dakota

SUMMARY

College	80
Academy Seniors	34
Unclassified	331
Total Number Students.....	445

UNIVERSITY OF ILLINOIS-URBANA



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